SCHOOL OF ISOLATED AND DISTANCE EDUCATION
ANNUAL REPORT **2023**

ACKNOWLEDGEMENT OF COUNTRY

Our school recognises the Traditional Custodians of the lands on which our students, throughout Western Australia, live and learn.

We acknowledge the enduring connection that Aboriginal people have to the lands, waterways and communities.

We pay our respects to Elders, past, present and future, for the privilege of connecting with students on the many traditional lands of Western Australia.

Campuses

Leederville
Canning
Clarkson
Churchlands
North Lake

Contents

Front Cover: Regional Students from Gascoyne Junction

PAUL MATHEWS

Principal's Message

> To enhance and expand learning opportunities for Western Australian students, regardless of their circumstances, through high quality, inclusive and culturally responsive educational programs in a blended learning environment.

Our School is three years into a significant change agenda as we continue our journey to build on strengths and identifying opportunities for further development.

The challenges of meeting the educational needs of 3838 students across 266 partner schools is immense and remains a focus as we enhance and expand learning opportunities for Western Australian students, regardless of their circumstances.

Many of the traditional measures for face-to-face schools are not always culturally safe and inclusive ways of determining our impact and effectiveness for the students we serve.
A big journey our school is navigating is the identification of our student cohorts, what are the appropriate ways of providing blended teaching and learning programs and understanding what success looks like for our students through these teaching strategies.

2023 was also a year of ongoing expansion, consolidation of our shared campus arrangements at Canning, Churchlands, Clarkson and North Lake, sites external to the main SIDE campus in Leederville. In 2024, we will continue to find suitable partner sites in a regional location. In a contemporary world hosting all of our teaching and learning in the metropolitan area is a practice to be challenged.

The recognition from the State Government of the support SIDE is providing to so many schools was reflected in an additional budget provision and we now have a student based funding formula to provide some ongoing certainty about the resourcing levels required.

I recognise all the efforts of our school leaders and staff in accepting the change agenda occurring and being receptive to providing the best blended teaching and learning practices available. The 2023 Annual Report captures where we are at as a school across the learning areas and highlights where we will head during 2024 as the change agenda continues.
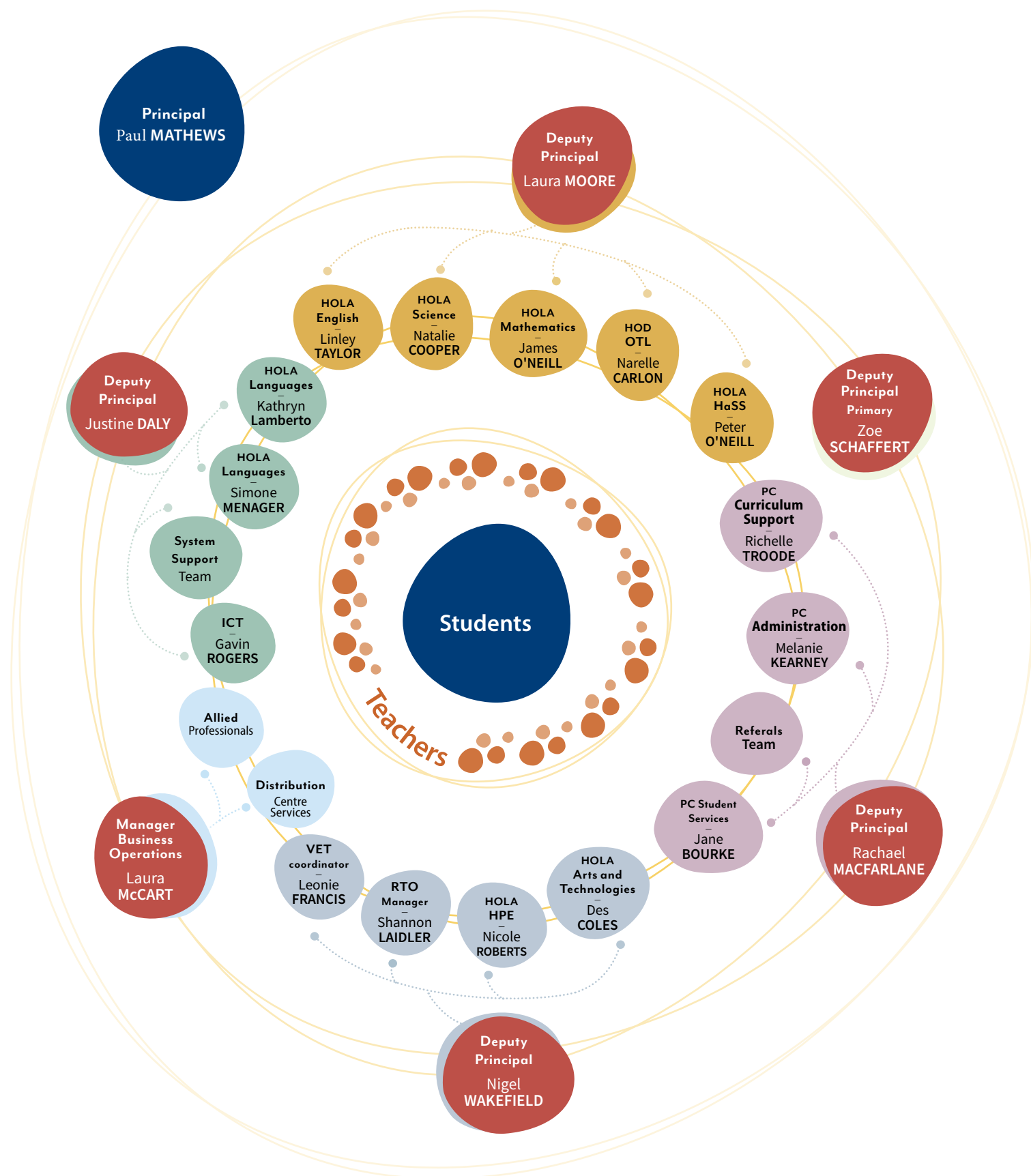
Thank you for taking the time to read and reflect on our Annual Report.

Regards
Paul Mathews
Principal

Organisational Structure - 2023

Principal
Paul **MATHEWS**

Deputy Principal
Laura **MOORE**

Deputy Principal
Justine **DALY**

Deputy Principal Primary
Zoe **SCHAFFERT**

HOLA English — Linley **TAYLOR**

HOLA Science — Natalie **COOPER**

HOLA Mathematics — James **O'NEILL**

HOD OTL — Narelle **CARLON**

HOLA HaSS — Peter **O'NEILL**

HOLA Languages — Kathryn **Lamberto**

HOLA Languages — Simone **MENAGER**

System Support Team

ICT — Gavin **ROGERS**

Allied Professionals

Distribution Centre Services

Manager Business Operations Laura **McCART**

VET coordinator — Leonie **FRANCIS**

RTO Manager — Shannon **LAIDLER**

HOLA HPE — Nicole **ROBERTS**

HOLA Arts and Technologies — Des **COLES**

Deputy Principal Nigel **WAKEFIELD**

PC Curriculum Support — Richelle **TROODE**

PC Administration — Melanie **KEARNEY**

Referals Team

PC Student Services — Jane **BOURKE**

Deputy Principal Rachael **MACFARLANE**

Students

Teachers

SIDE Global Coverage 2023

Enhancing

Expanding

Learning

Opportunities

Statewide Coverage 2023
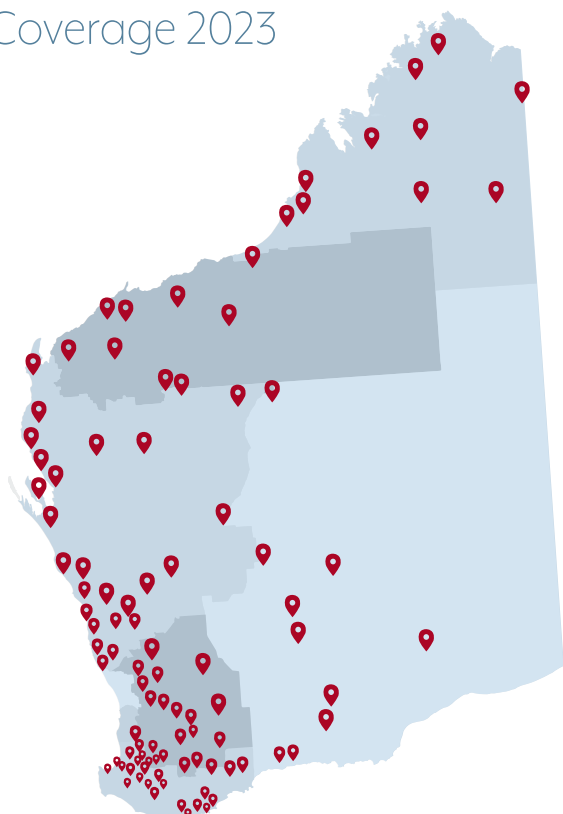
Metropolitan SIDE Campuses

Clarkson
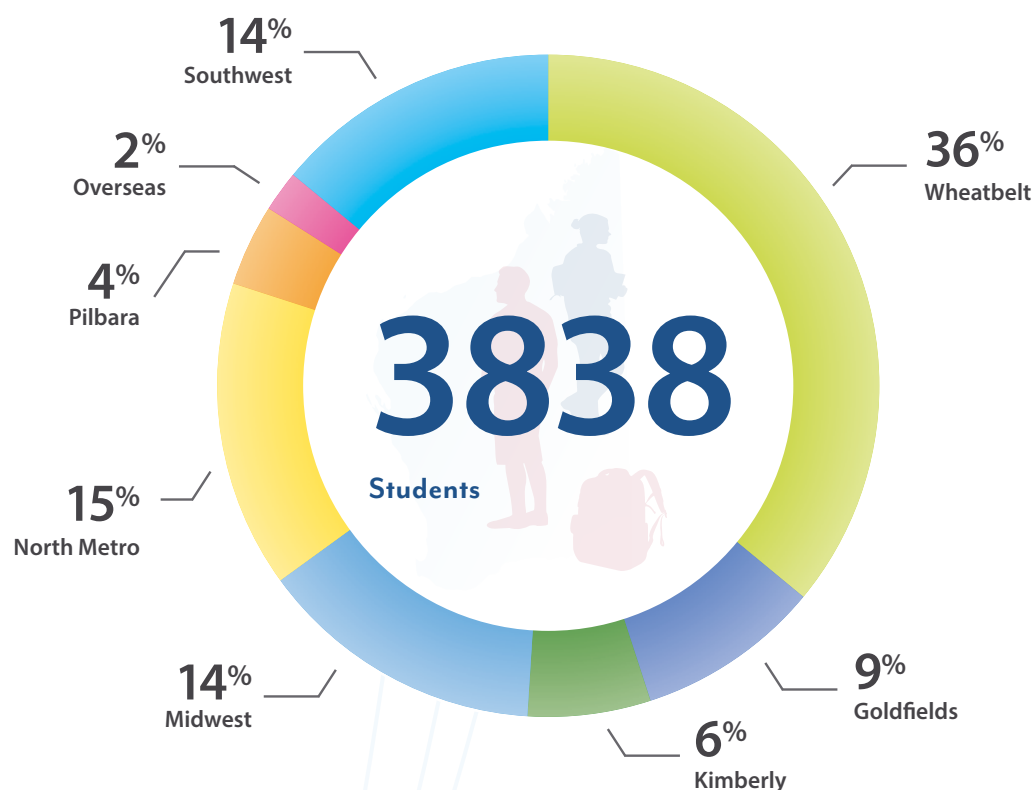
Churchlands

Leederville

Distribution Centre

Perth

Canning

North Lake

Distribution

WA Student Distribution

✱ Student data collected 28/7/2023.

Includes RTO
External and Current

14%
Southwest

2%
Overseas

4%
Pilbara

15%
North Metro

14%
Midwest

3838
Students

36%
Wheatbelt

9%
Goldfields
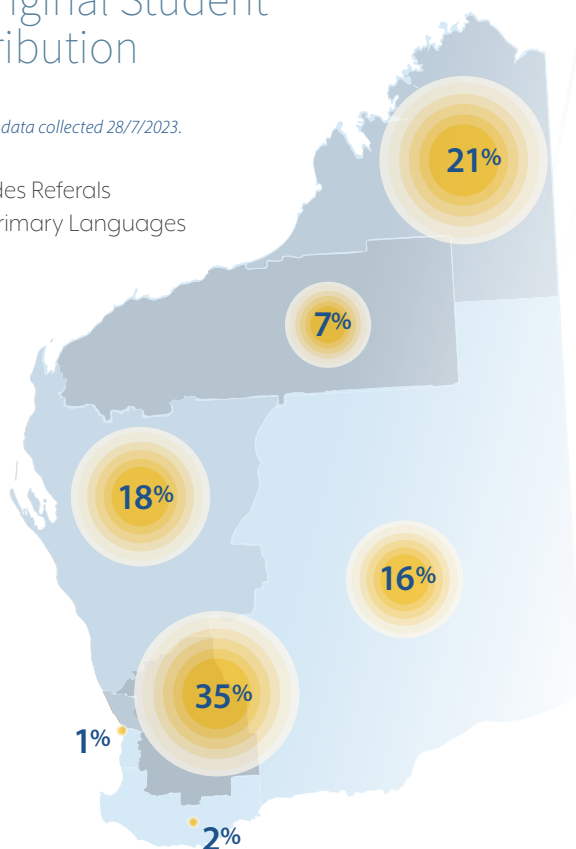
6%
Kimberly

Aboriginal Student Distribution

✱ Student data collected 28/7/2023.

Excludes Referals
and Primary Languages

21%

7%

18%

16%

35%

1%

2%

16%	Goldfields
21%	Kimberley
18%	Midwest
1%	Metropolitan
2%	Southwest
7%	Pilbara
35%	Wheatbelt

Total Aboriginal Students - 425

Highlight Statistics

Teaching Staff Kilometres Travelled

291,664

188
Number of Schools Visited

The provision of a contemporary, engaging educational program for Aboriginal students

Increased need for broader and specialised curriculum

Capturing innovative metrics of student achievement and engagement data that allows effective, accurate measurement of student success and progress for a diverse school cohort

Workforce planning to manage the risk of 45% of the teaching staff being 55 yrs and over. Maintain a focus on the attraction and recruitment of graduate or recently qualified staff to ensure a blend of experience and expertise

Supply of specialist teachers in regional and remote settings is tightening

Key Challenges

266
Partner Schools

SIDE Student Enrolments
＊ Peak Student Numbers

3838

＊ *Student data collected 28/7/2023.*

Workforce composition

TOTAL STAFF

201

ADMINISTRATION STAFF

19

TEACHING STAFF

145

SCHOOL SUPPORT STAFF

37

1 Principals

4 Deputy Principals

1 Manager of Corporate Services

9 Heads of Departments & Learning

4 Program Coordinators

23 Level 3 Teaching Staff

44 Senior Teaching Staff

62 Teaching Staff

4 Education Assistants

12 Other Teaching Staff

36 Administrative Clerical / Other Allied Prefessionals

1 Gardening / Maintenance

Vision and Values

VISION

To enhance and expand learning opportunities for Western Australian students, regardless of their circumstances, through high quality, inclusive and culturally responsive educational programs in a blended learning environment.

VALUES

COURAGE

CONNECTION

CREATIVITY

EQUITY

COMPASSION

Strategic Plan 2022-2024

1
Provide equity of access to educational opportunities for Western Australian students.

2
Enable high quality teaching and learning in an inclusive and culturally responsive learning environment.

3
Enhance organisational culture, structures and processes to optimise the collective capacity of SIDE staff.

4
Create and sustain meaningful and effective partnerships with families, schools, and communities.

5
Use evidence to continuously improve our impact on student outcomes.

6
Identify and respond to system needs in proactive, flexible and innovative ways.

Progress Against Identified Priorities

Progress Against Identified Priorities	2024 Planned Actions
Provide equity of access to educational opportunities for Western Australian students	
Aboriginal students enrolled in Certificate courses through SIDE RTO increased by 59%. Mini Industry Roadshow traveled to 45 regional and remote schools across Western Australia. SIDE provision of Professional Learning to regional and remote teachers focussed on building capacity in Career Education. The Specialist Woodwork Program continued to grow which has resulted in an increase of resourcing, staff, and facilities. In 2023, the program saw a growth rate of 37%. The Regional Teaching Team (RTT) was established, providing an exclusive team of staff, resourcing, and co-designed curriculum for schools in the Goldfields and Kimberly regions.	SIDE RTO will engage in extensive consultation with remote communities to identify, select, and develop training micro-credentials and certificates specific to the needs of students in these communities. Develop a partnership with the School of Instrumental Music to provide equitable access to music opportunities for regional and remote students. Continue to expand access to the Specialist Woodwork Program, with a focus on aligning with the needs and interests of students in regional and remote areas by including leather and jewelry courses. Implement, seek feedback, and refine the RTT model, measure the impact on student achievement and engagement, and continue community consultation for senior school pathway planning.
Enable high quality teaching and learning in an inclusive and culturally responsive environment	
Data-informed, evidence-based, and aligned to the Teaching for Impact strategy, the SIDEways pedagogical model was collaboratively developed to embed consistent online teaching and instructional strategies. Aligned to SIDE's strategic direction and focus on quality teaching and learning, learning area operational plans are in place with clear milestones and strategies that drive connected, whole-school practices. Professional learning programs are prioritised to provide engagement with current research and implementation of whole-school teaching and learning priorities. Responsive to need, engaging and contemporary teaching spaces at Canning College, Clarkson Community High School, Northlake Senior Campus, Churchlands Senior High School and Leederville have supported the expansion of services and enabled a clear focus on quality teaching. Processes and policies have been implemented to support staff to work from home in environments that are quality assured and meet SIDE's requirements.	Focus on further embedding high-quality teaching and learning, formative assessment, student feedback, peer observation, differentiation, and scope and sequence across all Learning Areas. Partner with Teach Well to build a whole-school understanding of high-impact teaching strategies, commencing with RTT staff in 2024. Explore opportunities to expand teaching and learning networks. Continue to focus on building collective efficacy between layers of leadership and support capacity building of all HOLAs to drive quality teaching and learning. Implement a whole-school instructional coaching model. Partner with the Leadership Institute to explore a tailored suite of courses and workshops for SIDE staff and leaders. Explore the implementation of SIDE teaching facilities, resources and services in regional areas to facilitate effective access for students in remote or isolated areas. Continue to invest funds to maximise the utilisation of SIDE facilities at the Leederville site.
Enhance organisational culture, structures and processes to optimise the collective capacity of SIDE staff	
Recommendations from the 2023 Public School Review have been aligned with the SIDE strategic plan, with targets, strategies, and measures of evaluation identified. Establishment of Health and Wellbeing staff committee. Functional review of Student Services implemented, resulting in opportunities for planned resourcing improvement and review of structures, processes and Student Coordinator roles.	Ensure continued progress toward the recommendations made in the 2023 Public School Review. Implementation of common scheduled time for collaboration, planning, professional learning, and communication purposes. Continue to promote wellbeing and self-care messaging for staff. Continue to implement recommendations from Student Services to enable an increasingly strategic approach to working across schools in WA. Engage with SCSA representatives and external HOLA's to conduct reviews of every Learning Area to identify opportunities for planned improvement. Conduct a functional review of Curriculum Support and Primary.

Progress Against Identified Priorities

Progress Against Identified Priorities	2024 Planned Actions
Create and sustain meaningful and effective partnerships with families, schools, and communities	
School Council established with parent, staff, and community representatives. A strategic regional travel plan was implemented, creating opportunities to connect with Aboriginal families and communities, and work with staff across regional schools. Connect Supervisor community created to enable supervisor access in asynchronous platforms, allowing greater capacity to provide support to students. Continue to actively seek and respond to student feedback on teaching and learning programs.	Establish SIDE Student Council. Continue to foster productive connections with Statewide Services, including EALD, Aboriginal Teaching and Learning, Secondary Pathways, and SEN Schools to support outcomes for students. Implement a system of review to respond to evolving needs and priorities of District High Schools, including pedagogy and timetabling. Establish a consistent whole-school approach to regional visit practice, including cultural sensitivity, communication with partner schools or families and collection of stakeholder satisfaction data and insight to inform future planning. Implementation of SIDE marketing and communication plan to support, promote, and represent the transformation of service and operations.
Use evidence to continuously improve our impact on student outcomes	
Implementation of Brightpath Assessment and Moderation in K-6 to measure student progress. Implementation of Smiling Minds in K-6 to support social and emotional learning outcomes Underpinned by established vision and values, documented improvement drivers and elaborations steer school planning and self-assessment processes. Performance management documentation is aligned with AITSL standards, SIDEways pedagogical model and occurs throughout the school year. A comprehensive funding model review, resulting in an enrolment-driven budget which is responsive to demand, effective for the 2024 school year only. Continued uncertainty regarding SIDE facilities to accommodate growth; MOU's in place with Canning College, Clarkson CHS, Northlake SC and Churchlands SHS for the 2024 school year only.	Student Wellbeing survey implemented to capture student social and emotional progress. Student Cohort planning tool implemented K-12 to capture data sets that accurately measure student progress and achievement. Implementation of Elastik and PAT testing, enabling fine-grain analysis of student skill and knowledge gaps to inform planning for teaching and learning. Maintain a focus on effective target setting for Learning Area planning, connecting to student cohort case studies and whole-school priorities. Continue to manage change based on data and evidence around student engagement, progress, and achievement. Continue to refine performance management systems and processes with a focus on peer and line manager observation, student achievement data, and student voice. Continue to work with system leaders to refine and develop a sustainable SIDE funding model, inclusive of fit-for-purpose teaching and learning spaces and facilities.
Identify and respond to system needs in proactive, flexible and innovative ways	
48 Regional schools, with an average ICSEA of 929, received EALD PL through SIDE's EALD Outreach program, providing training for staff to support newly-arrived students in regional areas. The EALD outreach program also supported preservice teachers in regional areas through the provision of training and follow-up support. Partnerships established with SSEN:BE and Participation to provide continued access to the curriculum for students at educational risk, those who are disengaged or unable to attend mainstream school.	Extend SIDE's EALD Outreach program to include lessons for students in regional schools to develop Standard Australian English written and conversational skills. Expand SIDE's online EALD program to cater for students in Year 7-12, providing access to Intensive English Centre level of support to students in regional areas. Develop moderation partnership to support teachers in District High Schools, led by SIDE staff. Implement a 'co-teaching' model to support and build staff capacity in regional and remote schools. Develop and implement a communications plan to ensure a strategic and planned approach to collaborating with stakeholders. Strengthen presence in network partnerships, attending regional leadership meetings and Principal Network meetings across regions. Implement a mechanism to capture additional system requests for support or information from SIDE.

Whole-School Programs

Online Teaching and Learning

Purpose and Vision

The SIDE Online Teaching and Learning (OTL) team leads instructional initiatives and assists teachers in meeting student needs, while also supporting SIDE systems.

The OTL team is dedicated to innovating teaching methods and technologies, fostering collaboration across the school, and forming supportive partnerships across the broader education community.

SIDE Systems

Student access to SIDE systems was stable throughout the year.

- Cisco Webex attendee accounts were enabled for all students improving Webex lesson security.

- The SIDE Learning Management System (LMS), Moodle, was successfully upgraded to Moodle 4.1, providing a more modern and consistent interface and a range of system enhancements.

Professional Learning

Staff professional learning needs were canvassed and identified, and professional learning events were offered throughout the year. The OTL team provided 21 synchronous professional learning events for SIDE staff, including:

- focus sessions related to SIDEways – SIDE's whole school instructional framework

- dedicated sessions on Moodle 4.1

- training for 46 new and relief teachers.

In line with the Moodle 4.1 upgrade, asynchronous professional learning was reviewed and redeveloped. The KnowIt database and Takeaway PL [4.1] Moodle course provides step-by-step support to develop Moodle courses and provides a range of support for SIDE's blended model of teaching and learning.
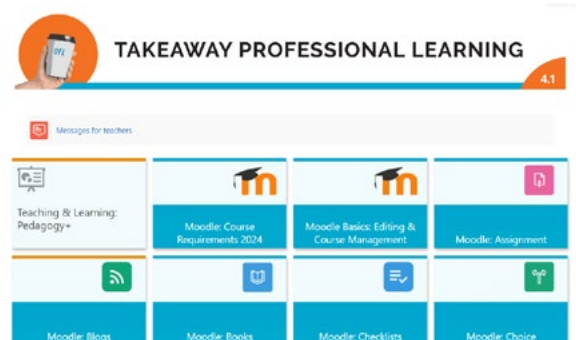

Highlights

- To provide specific digital literacy support to students, OTL developed SIDE Launchpad, a course designed to prepare students as they commence studies with SIDE. The course targets specific basic IT skills required by SIDE students in using Moodle, Webex and Office365 tools.
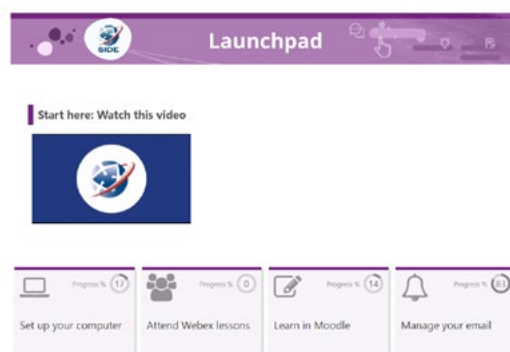

- The SIDE website was restructured, and new features introduced to support students and the broader school community. In particular, the *Starting at SIDE and Help and Resources* sections were made more accessible and tailored to the needs of students, families and partner schools.
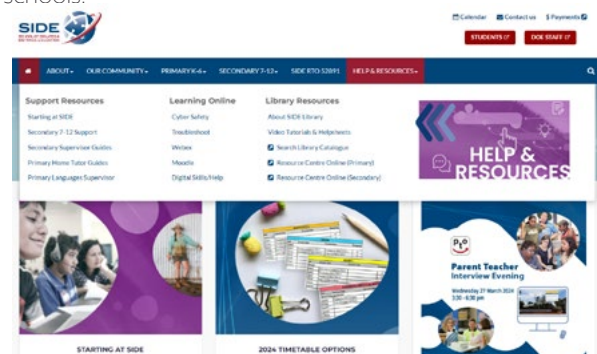
- The Department of Education (DoE) Schools SIDE Supervisor access to Moodle program grew significantly with 57 SIDE supervisors from DoE schools being provisioned with Moodle access.

- OTL coordinated support for SIDE supervisors and provided outreach assistance to schools across the state in relation to online methodologies, including a dedicated professional learning event for PACT schools.

- After a successful trial, licencing for Nearpod was secured for 60 staff across the school. Additional licences were purchased for 2024 to further expand access to this resource.

Online Teaching and Learning

- OTL Provided support for a range of special events across the school, including Author's Online, Heywire, Constable Care and school events such as the Year 12 Leavers event.

21 synchronous professional learning events
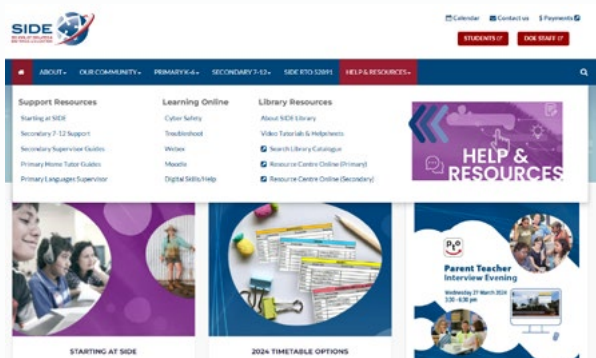
- OTL continues to provide specific mentoring support for SIDE staff in the form of one-to-one and Learning Area support in the development of teaching and learning resources. OTL responded to 820 individual Helpdesk requests for support.

Future directions

- Develop support strategies in response to Learning Area operational targets and, more broadly, the strategic directions of SIDE.

- Continue the focus on supporting students within the LMS, developing consistency across classroom experiences.

- Develop a suite of dedicated staff induction materials to support new staff to SIDE.

- Review and update SIDE's knowledge database, KnowIt, and export content to a new platform.

- Explore an ongoing partnership with Curtin University to provide pre-service teachers with exposure to online teaching and learning methodologies.

Responded to 820 HELP DESK Individual Requests

Student Services

SIDE's Student Services Team is committed to building strong relationships between students, teachers, families and partner schools. The Student Services' vision is to build a culture of wellbeing and foster the conditions that encourage students' voice in their own education.

Several

New Remote Partnership Schools

Stay on Country

'SIDE has allowed us as a small remote school to provide an appropriate and relevant High School curriculum to a wide range of year levels across a wide range of abilities. The team at SIDE are incredibly flexible and accommodating and have made High School for our students, a fun and engaging experience.'

Nikki Sandilands,
2023 Wananami RCS Principal.

Student Services

2023 Goals

Work with Deputy Principal to explore opportunities to restructure the Student Services team to increase opportunities for pastoral care and individual case management opportunities.

- Ensure every senior secondary student, regardless of WACE eligibility, is on a learning pathway that explicitly connects to further training or higher education.

- Track student achievement through Years 7-12.

- Encourage completion of Year 12 as a Closing the Gap target for Aboriginal students and other students at risk of not achieving WACE.

- Maintain and develop strong partnerships with families and schools via regional and onsite visit programs.

- Apply whole-school strategies to monitor attendance and focus on intervention and positively engaging students in individualised programs.

- Work with all learning areas to raise awareness of individual circumstances that impact on teaching and learning, and the health and wellbeing of students.

- Create opportunities for students to demonstrate leadership and care in school and community.

Student Achievements and Progress

Counselled and monitored students towards WACE achievement. Of SIDE's Year 12 Current Roll students, 27 achieved an ATAR and 59 achieved a WACE. Of SIDE's external role, 16 students achieved their ATAR, and 19 students, their WACE.

Raised awareness of individual circumstances that impact on teaching and learning and the health and wellbeing of students by effective communication with teachers by SEQTA.

SIDE Referrals Team received 594 enquiries. Of this number the Referrals Team was able to accept, and case manage 157 Year 7-10 students and 71 Year 11-12 students. As a result, students with special circumstances were able to engage positively in their education.

Highlights

In 2023, a number of students on SIDE's Sports/Arts program competed nationally and internationally, with one student achieving a bronze medal at the Commonwealth Games in the Para Swimming events, two students competing at Wimbledon, and one in the French Open. Taylah Preston was a wildcard entry into the 2024 Australian Open while completing SIDE Year 12 full time. Coordinated by Student Services, students selected in this program need to be performing at a very high level, both state and nationally, and internationally.

A Year 12 student achieved straight As in four General subjects, despite experiencing long term illness and extended hospital stays. The student has been accepted into a bridging program at Notre Dame for 2024.

Organised a successful SIDE's Leaver's Ceremony. Feedback from parents, students and staff is being used to inform 2024 planning.

Several new remote community primary schools successfully partnered with SIDE for the first time, including Wananami RCS, Looma RCS, Burringurrah RCS, Yulga Jinna RCS and Luurnpa Catholic School in Balgo. This allowed secondary students to stay on country and access lower secondary curriculum.

Focus Areas 2024

Our focus continues to ensure every senior secondary student is on a learning pathway that explicitly connects to further training or higher education.

Significant structural changes to occur in student services in 2024, as a result of the 2023 functional review.

A strong focus on regional connection will see each coordinator oversee one region, working closely with partner schools and Regional Educational Offices.

Student coordinators will plan and participate in increased visits to partner schools, implementing a strategic approach to targeted travel.

Promote and model the SAER process for early intervention to all SIDE learning areas to ensure a consistent whole-school approach.

Streamline processes for an increased pastoral care role for coordinators.

Review and strengthen the face-to-face and online induction programs for students new to SIDE, together with the OTL team.

Work with partner schools to explore opportunities and support the development of co-designed learning programs.

Registered Training Organisation RTO 52891

Vocational Education and Training (VET) courses contribute to WACE and provide students with excellent post-secondary pathways into further education or employment. The SIDE RTO is an important aspect of SIDE's commitment to improving the educational outcomes of students in regional and remote areas, by providing access to VET courses. The RTO also provides learning opportunities for students with diverse needs and participation barriers.

In 2023 the RTO increased the number of schools serviced by 14, reflecting the effort that was made in raising our profile throughout the year. Student completions, although still comparatively low in relation to course enrolments, did increase significantly between 2022 and 2023 (98%).

98% Completion of Full Qualification

Number of Schools Serviced	2022	2023	Change
	39	53	35%

Total Student Enrolments over the year	2022	2023	Change
	548	608	11%

Indigenous Student Enrolments over the year	2022	2023	Change
	114	182	59%

Number of students who completed a full qualification	2022	2023	Change
	44	87	98%

2023 Highlights

- A significant investment was given to ensuring our training products are engaging and aligned to the needs of our cohorts. Learning and assessment materials in 50% of our courses were completely reviewed and rewritten to be delivered holistically, with project-based assessments.

- Partnership established with Kelmscott SHS to deliver Certificate I in Agriculture to students attending the Rural Skills program at Hillside Farm in 2024.

- Certificate II in Sport and Recreation was successfully added to scope.

- Successfully appointed full time trainer from the Agriculture and Horticultural industries to deliver the AHC10122 Certificate I in Agriculture and AHC20120 Certificate II in Conservation and Ecosystem Management in which there is expected growth in 2024 and beyond.

- Provided professional development for RTO Schools, VET professionals and teachers at the Southwest annual VET Professional Development Day and the inaugural Wheatbelt VET professional Development Day.

In 2024 our key priorities will be:

- Continue to review our training products, with an emphasis on creating additional modules within existing courses to cater to regional nuances.

- Community consultation will be undertaken to identify and develop training specific to the needs of remote communities.

- Ensure all trainers engage in culturally responsive professional development opportunities.

- Review our operations, policies and procedures in readiness for the implementation of the revised Standards for RTOs in 2025.

- Continue to explore ways in which we can support the efforts to increase student participation for students not attending or disengaged with mainstream schools.

- Implement a VET Student Award program to recognise student achievement.

- Support additional regions to implement a VET Professional Development Day.

Curriculum Learning Area Reports

Primary

2023 Student Achievement and Progress

To address the unique contexts of our primary school students and adopt a targeted approach to support wellbeing, in 2023, the primary team implemented the Smiling Mind Social Emotional Learning Program. All students were offered an explicit lesson each fortnight and then concepts and skills were embedded into regular Webex lessons. To gather baseline data, we administered a student survey. 31 students responded to the survey, focusing on areas such as connection, engagement, gratitude, happiness, mindfulness and perseverance with the percentage indicating to what extent they agreed with the affirmative statements in each domain.

Smiling Mind Student Survey

In 2023, there was a strategic focus on assessment and moderation to ensure consistent judgments and grade allocations were made across learning areas.
Teachers undertook professional learning to unpack the Narrative Ruler and analyse the features of narrative writing.
Following moderation, teachers plotted each of their students onto the Narrative Ruler and used the Teaching Points to inform their curriculum planning and give targeted feedback to students and parents to inform goal setting.
To gauge how SIDE primary students were achieving in relation

to other Australian schools, we reviewed 2023 cohorts to average scores of students in P-6. This information will be used by our team in 2024 to compare our P-6 cohorts from 2023 as well as national averages.

2022 Brightpath Averages

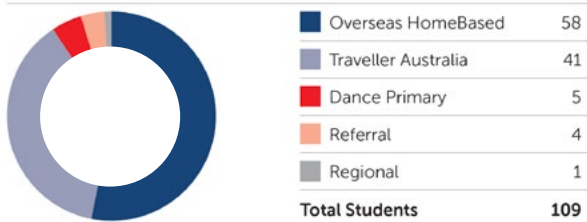| Year	N assessments	Mean	Standard deviation
Pre-Primary	2,309	149	58
Year 1	6,724	230	64
Year 2	6,363	273	67
Year 3	6,393	320	68
Year 4	6,345	357	63
Year 5	6,381	383	62
Year 6	5,718	406	62
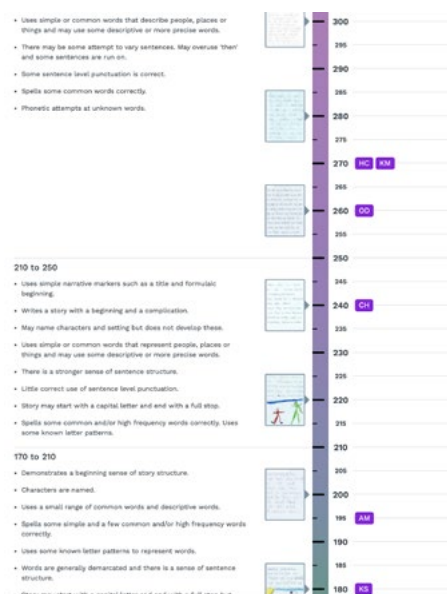
Primary

Teacher Moodle PL

2023 Highlights

— We continued to offer high quality; curriculum linked online incursions to our students including Choirs4Kids and Constable Care puppet shows.

— Year 6 graduation lunch – graduation was held in the theatrette at our Leederville campus, followed by lunch in a local restaurant and gelato for dessert.

Student enrolment categories

2023 Student Enrolments

Overseas HomeBased	58	
Traveller Australia	41	
Dance Primary	5	
Referral	4	
Regional	1	
Total Students	**109**	

2024 Focus Areas

• Continue with Brightpath suite of assessments – adding Mathematics formative assessment to embed data-informed approach to curriculum planning and tracking student progress.

• Ongoing exploration of how we support students' wellbeing and connection including the introduction of online assemblies for primary school students and families.

• Development of student centred and highly interactive activities on our Learning Management System – Moodle.

• Smiling Mind program implementation and student survey each term to enable us to monitor differences in wellbeing domains over time and see the effectiveness and impact of our current wellbeing initiatives.

• Student Cohort approach to measuring student success, with a focus on academic, wellbeing and student voice target setting.

Career and VET

## 2023 Improvement focus – Key strategies

- Enhancement of Career and Enterprise course (Year 11 Foundation) including online resourcing and differentiation tools.

- Integrate SIDEways model into performance management and teaching practice.

- Build team cohesiveness in delivery and regeneration of best practice through shared Professional Learning.

- Investigate and implement qualifications targeting students in regions according to interest/ability level.

Achievements/ Highlights (student achievement)

- Authority Developed Workplace Learning (ADWPL) participation across all regions 93 students Years 10-12 achieving a total of 141 WACE ADWPL units.

- 71 employers facilitated work placements across the state.

- SCSA Provider developed Endorsed units recorded for 10 students.

- Career and Enterprise Year 11 General 84% of students achieved A-C grade.

- Career and Enterprise Year 12 General 100% of students achieved A-C grade.

- Career and Enterprise Year 11 Foundation 100% of students achieved A-C grade.

- Career and Enterprise Year 12 Foundation 45% of students achieved A-C grade.

- Year 10 Work Studies to 81 + students with over 60% achieving a C+ grade.

- Qualifications delivered through SIDE schoolAchievement

10949NAT Certificate II in Applied Languages (Japanese)		100%
BSB20120 Certificate II in Workplace Skills		100%
FNS20120 Certificate II in Financial Services		75%
ICT20120 Certificate II in Applied Digital Technology		75%
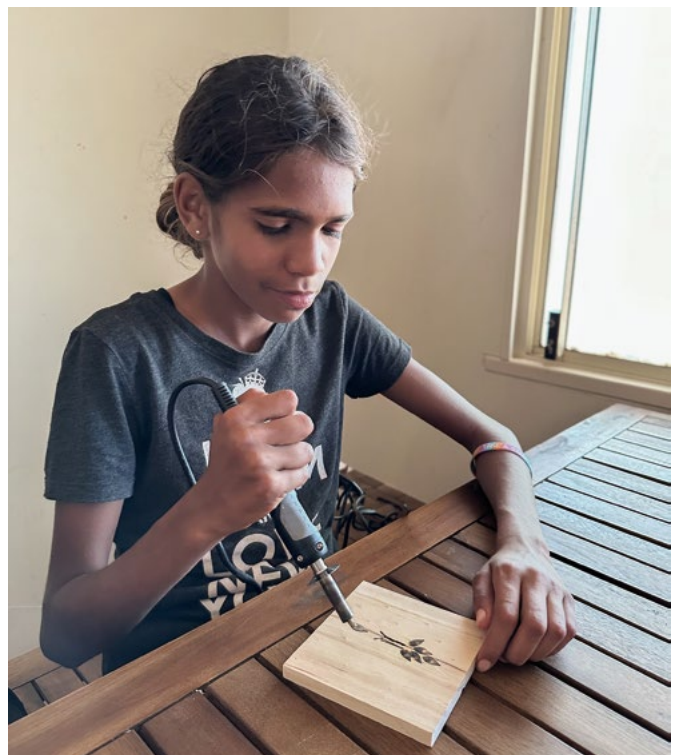
100% Certificate II in Applied Languages (Japanese)

100% Certificate II in Workplace Skills

Career and VET

Strategies implemented to support student learning, engagement, and transition.

- Staff initiated more collaboration with SIDE supervisors through Moodle participation and post lesson e-mail follow-up. This strategy aimed to improve student accountability and initiated a supportive team approach to student learning.

- Team teaching was implemented in Year 10 Work Studies. Staff identified students requiring more support and delivered a targeted approach for them. Students were more engaged and able to see success in their work. The more capable students were provided with engaging extension activities.

- Teachers included literacy support for individual students by using real life situations including applications for employment, resume writing and cover letters.

- Through analysis of EST assessments, and using SCSA documentation, staff structured their courses to prepare students adequately and build their confidence in facing test situations.

- Through a series of PL sessions staff became skilled in preparing activities using Wordwall software. Implementation of Wordwall activities enhanced lessons, increased engagement, and provided effective learning tools for all students.

- A focused trial of Nearpod for Career and Enterprise Year 11 Foundations was conducted. At the end of the year, students surveyed showed an overwhelming preference for this format. Student results in Year 11 Career and Enterprise Foundations were all above a C grade. Teachers reported a rise in engagement and attendance. PL for all staff was delivered by Career and Vocational Education members in preparation for 2024.

- Training has been provided to all Career and VET staff in identifying student achievement using WACE tracker and K-10 data. Identification of literacy and numeracy levels has been used to differentiate teaching and assessment materials. This has given staff confidence to justify modifications made in resources and provided guidance around delivery methods and assessment procedures. Workplace Learning (ADWPL) has continued to provide students with the opportunity to learn about their future pathways through personal experience while being awarded WACE units.

- After conversations with school communities, we introduced Certificate II in Visual Arts with a focus on painting and drawing. Students in many regional towns have a love of art and a wish to pursue this in their community in the future. This qualification provides students with a career and future training pathway. A trial group of seven students started in 2023. Six of the seven students have continued in 2024. Attendance rates are above 75% for most students in this course. Enrolments in 2024 have trebled.

2024 Focus Areas

Development of teachers' ability to implement fine grain analysis of targeted students' academic achievements and attributes.

Contextualisation and further development of CAVE courses in interactive and engaging formats.

Continue to use and build on repertoire of explicit teaching strategies to build student capacity, understanding and engagement.

Link with communities through school personnel to explore opportunities for students in work placements.

Career Taster Program 2023

Through funding from the Department of Training and Workforce development (DTWD) and SIDE's Career Practitioner, the Career Practitioner at SIDE was able to offer the following opportunities for Year 9 students at all schools. Many schools opted to transfer the funding, received by them from DTWD, to SIDE to facilitate the program in their school, allowing for maximum use of financial resources.

The Career Taster program targeted Year 9s in regional and remote schools providing them with access to similar resources regardless of the boundaries of distance or accessibility.

Opportunities offered to schools.

- Non-accredited course in Early Career Discovery
- Mini Industry Roadshow (MiR) incursion
- Staff training
- Online Career Expos

Achievements/ Highlights (student achievement)

- Three online expos focusing on post-school training and employment opportunities for all students.
  Recordings of these have been added to Career and VET resources for use in classes and for distribution to schools unable to attend the expo.

- Surveys were conducted both pre and post the delivery of the Mini Industry Roadshow (MiR) to gather quantative feedback.

- The year 9 student interest in Careers learning increased from an average of 37% pre-engagement to 89% post engagement.

- Anecdotal feedback from schools included the students showing increased interest in accessing apprenticeships in trade area such as arboriculture and rigging/scaffolding for mining – career pathways they had not been exposed to prior to the incursion.

- 45 schools received the Mini Industry Roadshow across all regions in WA including remote schools - Tjuntjuntjarra Remote Community School, Cocos and Christmas Island schools, Gascoyne Junction and Burringurrah Remote Community School among others.

- Each MiR included a minimum of three industries presented to all regions, despite the barriers of distance.

- Professional Learning was delivered to school staff on "The Careers department" website for schools to deliver independently.

Focus 2024

- Minimum of 45 schools to reach across the state.

- Provision of Career-focused activities to remote and regional schools, including AISWA and CEWA schools, expanding our reach outside of the public education network to support equity for all students.

- Deliver to more remote centres in collaboration with school personnel and communities.

- Expanding our trade industry providers into more trade including electrical, hospitality, performing arts and healthcare in response to community requests.

- Providing dedicated Early Discovery in Careers online classes including The Career Passport in collaboration with school requests and CAVE PC initiation.

- Providing four online Career expos with presentations from universities, TAFEs, Training organisations, and community services designed to inform and build an understanding of opportunities beyond school for all students. Recordings made available to all schools on request.

- Build community collaboration and participation in MiR.

Mini Roadshow

Post Engagement **89%**

Schools **45**

3 Industries
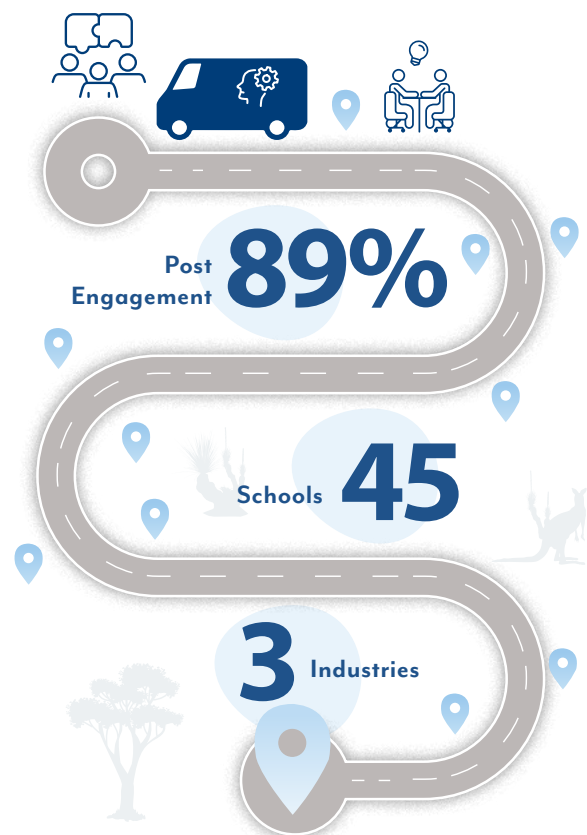
English

2023 Student Achievement and Progress

Course Exam Performance (average final scaled scores)

Course	# of Students	SIDE	WA Public Schools
LITERATURE	12	52.3	66.75
ENGLISH	36	53	57.4
EALD	16	55.26	58.28

Year 12 ATAR data shows a strong performance from English as an Additional Language or Dialect (EALD) students in their 2023 ATAR exam compared to their other SIDE ATAR courses. 67% of students' scores were their first or second highest. 37% of English students' scores were their 1st or 2nd highest. All Literature students completed the course and received C grades or above for their overall performance in the year. Moderation of -10 affected ATAR results.

Year 12 General English data showed 12 students or 17.4% received an A grade in 2023 (compared to 16 students or 25% in 2022 and 13.4% - 4% higher than WA Public Schools. Year 11 General English data showed 12 students or 18.2% received an A grade in 2023 (compared to 9 students or 12.2% in 2022 and 9.4% in WA Public Schools). This is 8.8% higher than WA Public Schools.

In both years, D, E and U Grades correlated or were lower than WA Public Schools.

All students in the General EALD course who sat OLNA achieved Category 3 in Reading and Writing and all students achieved a passing grade. Students who achieve Category 3 in all the OLNA tests are eligible to achieve WACE and meet the requirements for direct entry to TAFE and other pathways.

Differentiated Senior School Courses were offered in 2023 for student's where English is not a first language. Support for students to develop core skills of reading, writing, listening and speaking using EALD strategies was enabled, as well as the tracking and monitoring of students at educational risk.

- For example, teachers identified attendance rates of remote Aboriginal students as a barrier to their success. A 2024 Focus Area with this cohort includes a more targeted focus on attendance via increased consultation with communities.

- A new program for new arrival culturally and linguistically diverse (CALD) students who are not able to access FEELD (CALD) was developed in response to an identified need.

Year 7 - 10 English 2023 Semester 2 data

Data shows a greater percentage of A and NA Grades compared with the WA Public Schools (WAPS).

SIDE Curriculum Support students*

	Year	A	B	C	D	E	NA	Students
SIDE	7	18 (17%)	17 (16%)	28 (26.4%)	1 (0.9%)	3 (2.8%)	39* (36.8%)	106
WAPS		2279 (12.3%)	4526 (24.5%)	6813 (36.9%)	2545 (13.8%)	1301 (7%)	1011 (5.5%)	18475
SIDE	8	21 (16.8%)	20 (16%)	34 (27.2%)	10 (8%)	14 (11.2%)	26* (20.8%)	125
WAPS		2370 (12.4%)	4652 (24.4%)	6888 (36.1%)	2470 (12.9%)	1717 (9%)	979 (5.1%)	19076
SIDE	9	24 (14.6%)	31 (18.9%)	42 (25.6%)	13 (7.9%)	25 (15.2%)	29* (17.7%)	164
WAPS		2109 (11.2%)	4319 (23%)	6490 (34.6%)	2573 (13.7%)	2304 (12.3%)	970 (5.2%)	18,765
SIDE	10	22 (20.4%)	24 (22.2%)	38 (35.2%)	1 (0.9%)	3 (2.8%)	20* (18.5%)	108
WAPS		1859 (10.1%)	4105 (22.3%)	6868 (37.3%)	2651 (14.4%)	2135 (11.6%)	804 (4.4%)	18,422

When analysing the data 7-10 different trends were identified for particular cohorts. These trends are not evident in the raw data.

- Remote Aboriginal student achievement and attendance were identified by teachers as lower compared to other cohorts at SIDE.

- Dance / Elite Sports students achieved more A and B grades compared to other cohorts at SIDE.

- SIDE Curriculum Support students were represented in almost all Not Assessed (NA) grades and this both skewed the overall data percentages and caused a significantly greater number of NAs when compared with WAPS.

English

2023 Highlights

SAER Years 7-12 Targeted Improvements were undertaken by each English teacher. Student cohorts at risk were identified and each teacher targeted a cohort, implemented a strategy, and monitored student progress. The progress of students was regularly reviewed, documented, and shared amongst the team.

- Focused on the individual needs of Year 8 Aboriginal students through lesson design and culturally responsive teaching strategies, the teacher designed a task for students to share and explain their belonging place. The students monitored were previously reluctant to participate in lessons, however the task allowed the students to demonstrate their understanding of culture and symbols and skills in speaking and listening. An increase in engagement was observed which further increased with targeted questioning, and complimented further with regional visits and face-to-face teaching.

- Improved engagement of Year 12 students with autism, teachers worked to create an inclusive, and positive environment. Learning goals, intentions, key concepts, vocabulary and terminology, were made explicit, and checking for understanding was embedded in the lesson practice. Peer and HOLA observations saw students become more engaged and interactive with the teacher and each other. All students in this cohort submitted on average, over 80% of their assessment tasks and all students passed the course, with grades ranging from A to C. One of these students topped the year for Foundation English.

Actions for 2024 include:

- Increasing our cohort study focus so that every teacher will target and monitor a particular cohort of students. The intention will be to make a more targeted focus on differentiation in our teaching, monitoring and assessments.

- Differentiation adjustments for dialect speaking students to include embedded EALD Progress Map diagnostic tools in 2024 Moodle Assessments.

- Make provision for EALD new arrival students in regional schools with targeted conversation classes.

Top Student GTELD Braiden IRWIN from Marble Bar with teacher Donella GRIECO

BROOKES-KENWORTHY Onsite students with teacher Lucy

Looma students reading with visiting SIDE teacher Amanda MALSEED
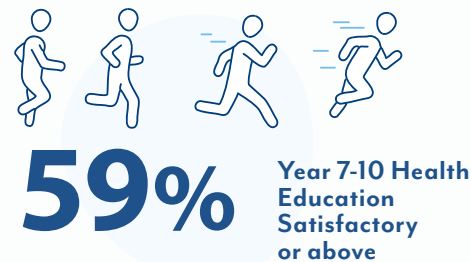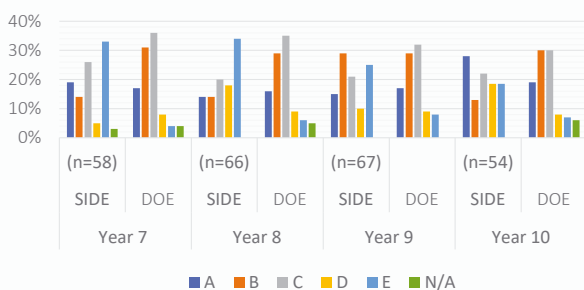
Health and Physical Education

2023 Student Achievement and Progress

Lower Secondary (7-10 Health Education)

Achievement Standard	Students
Excellent (A)	19%
High (B)	17%
Satisfactory (C)	23%
Limited (D)	13%
Very Low (E)	28%

2023 Lower Secondary Grade Distribution

Legend: A, B, C, D, E, N/A

Across Years 7 -10 Health Education 59% of students demonstrated achievement at a satisfactory level or above. When examining grade distribution, it is important to note the complexities of the student cohorts at SIDE and how this may have have impacted on individual student achievement and progress.

The following graph indicates the percentage of various student cohorts that demonstrated a limited or very low level of achievement.

Legend:
- Referal
- Goldfields
- Midwest
- Dance
- Travellers/Overseas
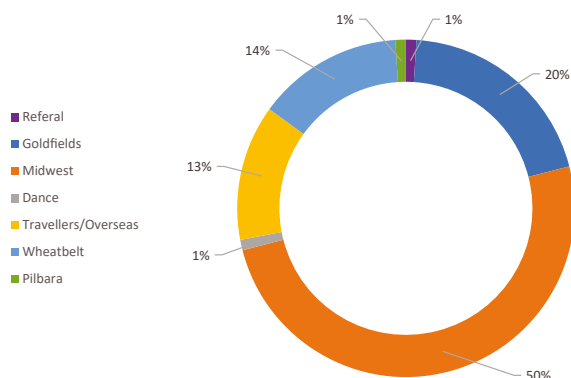- Wheatbelt
- Pilbara

The comparison data reflects the presence of both facilitators and barriers to student success. Examples of facilitators that may enhance student success include teacher support and communication, technology literacy, provision of timely and relevant feedback, and differentiation of curriculum. Examples of barriers that may inhibit student success include maintaining regular attendance, limited digital literacy, suitable pathway options and time management challenges.

59% Year 7-10 Health Education Satisfactory or above

2023 Highlights

Keys for Life Endorsed Program

This program caters for a diverse range of student cohorts and 86% of the students enrolled in this program achieved competency and successfully obtained their learners permit. A large percentage of the enrolments in this course is Aboriginal students which provides an opportunity to develop essential life skills as well as opening workplace options, especially for the mining industry. There a many success stories, Jimmy from Wiluna is one of them.

Health and Physical Education

	Year 11 General Health Studies		Year 11 ATAR Health Studies		Year 12 General Health Studies		Year 12 ATAR Health Studies	
	SIDE	DOE	SIDE	DOE	SIDE	DOE	SIDE	DOE
A	16%	17%	18%	18%	22%	17%	26%	17%
B	17%	25%	29%	33%	9%	27%	17%	32%
C	37%	36%	29%	38%	52%	37%	44%	41%
D	8%	10%	24%	9%	9%	9%	14%	9%
E	21%	13%		2%	9%	10%		1%

ATAR Health Studies

The average scaled score was higher than the DOE average, with two students achieving a scaled score of over 75%. Petra Narwastu from Narrogin SHS achieved a Special Subject Certificate of Excellence Award for her performance.

2024 Focus Areas

- Implementation of Year 11 Foundation Health, Physical, and Outdoor Education.

- Support the new initiatives for students in regional and remote areas (Regional Teaching Team and trial of multi-age group classes in the Midwest).

- Develop capacity in staff to use SEN planning at point of need.

- Implement case study approach to cohort planning for a strengthened focus on mapping student achievement and progress.

- Reintroduction of Physical Education studies program with Exmouth DHS.

- Adopt the use of Wordwall and Nearpod to provide opportunities for increased engagement in Webex and Moodle.

- Modify Year 7 – 10 teaching and learning programs and assessment schedule.

Humanities and Social Sciences

Student achievement and progress

Table 1 right summarises the moderated differences between SIDE Year 12 courses compared to other WA Public Schools. Results in Accounting and Finance, Geography and Modern History, improved from 2022; however, Economics and Politics and Law were lower. Most senior school students achieved their best results in ATAR and General HASS subjects. Examples of this include Modern History (68%) and Economics (67%).

Table 1: WACE moderation differences 2023 (Year 12 Student Achievement Report)

Course	N⁰ Students*	SIDE	WA Public Schools	1st or 2nd Best Scores
Accounting and Finance	8	1.75	3.02	50%
Economics	10	-7	-1.94	67%
Geography	21	-3.49	-0.92	37%
Modern History	28	0.60	-2.56	68%
Politics and Law	7	-13.84	-6.04	50%

General Courses:

Numbers in the Senior General Courses continue to remain consistent or have increased between 2022 and 2023. The HASS Courses are appealing to the many students who choose this alternative pathway.

	GEBME	GTBME	GEGEO	GTGEO	GEHIM	GTHIM	GEPAL	GTPAL	Total
2022	11	5	6	8	10	8	2	8	58
2023	13	10	7	13	11	8	8	2	72

7-10 Courses

Above: Grades 7-10 compared to WA Public Schools:
Source- Student Achievement Information System (SAIS)

As a %	A		B		C		D		E		NA	
	SIDE	DOE	SIDE	DOE	SIDE	DOE	SIDE	DOE	SIDE	DOE	SIDE	DOE
Year 7	11.11	*16.47*	22.22	*23.17*	29.63	*33.41*	0	*14.52*	6.17	*6.54*	30.86	*5.88*
Year 8	13.08	*16*	12.15	*22.24*	26.17	*33.36*	19.63	*14.71*	10.28	*8.14*	18.69	*5.55*
Year 9	17.95	*15.32*	14.84	*20.74*	28.91	*31.34*	14.06	*15.44*	13.28	*11.22*	10.94	*5.93*
Year 10	6.59	*13.36*	16.48	*20.3*	40.66	*33.08*	12.58	*16.39*	3.3	*11.69*	15.38	*5.18*

The percentage of A Grades awarded in Year 10 HASS was much lower than the Year 7- Year 9 HASS cohorts due to the larger number of students. Many of these students are through our Referral Program and have experienced major gaps in their education, medical or mental health issues.

Strategies aligned to the SIDEways Instructional model have been implemented which has reduced the percentage of E Grades in Years 7 to 10.

A high percentage of students in Years 8 – 10 did not achieve a C Grade.

Humanities and Social Sciences

2023 Highlights

Throughout the year, a priority for the Learning Area has been reaching out to students in both regional and metropolitan schools. Staff members made multiple visits, ensuring students felt supported and connected.

In Term 3, our commitment to student success was evidenced when students from a senior high school joined our senior school HaSS program due to a staffing challenge at their school. This enabled them to seamlessly continue their studies and prepare for their Year 12 ATAR exams with Webex lessons.

Our students achieved notable success in events like the Australian Geography Competition. Many also benefited from ATAR revision sessions conducted by professional organisations.

Recently, our staff participated in professional development focused on cultural responsiveness, ensuring they are better equipped to support Aboriginal students to achieve success through an inclusive, responsive, and differentiated curriculum.

Furthermore, our teachers have eagerly embraced new quality teaching environments at Northlake Senior Campus and Clarkson Community High School, creating valuable opportunities for improved student engagement and collaboration.

2024 Focus

- Support the new initiatives for students in regional and remote areas (Regional Teaching Team and trial of multi-Aage group classes in the Midwest).

- Teachers will work in teams using a case study approach to student cohorts to measure individual student success more effectively.

- Webex lessons will be modified to support the variety and complexity of student cohorts.

- A greater focus will be made on moderation in lower school courses to improve internal comparability of marks.

- A focus on checking for student understanding, engagement and enjoyment of lessons will be developed through student voice mechanisms in Webex.

- A commitment will be made to undertake peer observations with a specific focus on differentiation using online tools.

- A review of all teaching and learning programs will occur with a focus on increasing student engagement, interest, and participation.

- A strategic and equitable approach to regional and metropolitan schools will strengthen relationships and improve student engagement and connection.

Languages

In 2023, the Languages Department offered primary and secondary programs in Chinese, French, Italian, Indonesian and Japanese. Programs were delivered to 1245 primary students, from 60 regional and remote primary and district high schools, and 610 secondary students, an increase from 319 students in 2022.

Priorities for 2023 included implementing a new curriculum for Year 8 students and developing new courses for Year 9 students in preparation for 2024. Enrolments in Year 8 languages increased from 54 students in 2022 to 218 students in 2023 as the curriculum became mandated. Partnerships with district high schools were built throughout the year, with a focus on school visits and the delivery of high-quality online lessons. Catering for large groups of Year 7 and Year 8 students in an on-line context can be challenging, and several lesson delivery options were trialed.

2023 STUDENT ACHIEVEMENT AND PROGRESS

The percentage of Year 3-6 students achieving the expected C grade standard or above in French, Indonesian, Italian, and Japanese was 82%. The Year 5 Chinese cohort was anomalous in 2023, with only 60% achieving a C grade or higher. This is due to the cohort size of only five students. The distribution of grades across all languages was consistent with WA Public schools.

The percentage of students receiving a C grade in Years 7-10 was in the range 65%-100%. In most year levels, this was comparable to student achievement in WA public schools. Request for support for Year 7 and 8 French at district high schools increased significantly in 2023. C grade results for these groups were impacted by irregular attendance, SIDE staffing changes, and the rigors of a new curriculum implemented for the first time in 2023.

In Year 7, the grade distribution followed a typical bell curve, with the majority of students achieving C grades. For Chinese, it is noted that 44% of Year 7s achieved an A grade. Year 8 Italian and Chinese student achievement shows that 32% of Chinese and 60% of Italian students achieved an A grade, indicating an excellent progression from the Year 7 course and success in cumulative language learning. Despite low student enrolments in Year 9 and 10 languages, at least 74% achieved a C grade or above.

In Senior Secondary WACE courses, average final scaled scores for Indonesian and Japanese improved from the previous year, however, the raw WACE exams marks in some Languages were significantly lower than final school marks. Senior Secondary moderation was a focus area for the ATAR teachers in 2023.

2023 HIGHLIGHTS

One Languages staff member was allocated 0.2 FTE to coordinate support for languages across all Western Australian public schools. The Language System Support Coordinator worked collaboratively with the Curriculum Priorities, Teaching Quality, and Innovation Languages teams at Statewide Services to develop a series of online workshops focusing on Year 8 assessment and reporting.

The ATAR Chinese: Second Language Year 11 course was offered for the first time in 2023.

In 2023, SIDE Languages were supported by four language assistants. All were employed through the Department of Education is Language Assistant Program. Students from P-12 were motivated by young native speakers in their online classrooms and through school visits. These interactions added immeasurable value to the language learning program.

The Languages team expanded moderation practices to primary and lower secondary by using common course outlines and assessments. Consistency across schools and year levels was noted and enabled valid comparability.

2024 FUTURE DIRECTIONS

• Implement WA Curriculum: Languages in Year 9 for Chinese, French, Indonesian, Italian and Japanese.

• Introduce Year 12 Chinese: Second Language course.

• Extend expertise in multi-age group classes in primary to secondary classes at district high schools.

• Provide targeted support to lower school students new to language learning in Years 8 and 9.

• Focus on developing quantitative student achievement targets through cohort planning.

• Define goals for performance management in line with the cohort planning targets.

5 Languages

610 Secondary Students

1K+ Primary Students
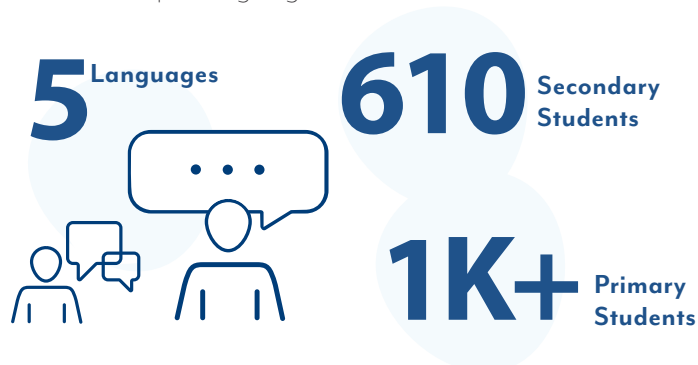
Curriculum Support

2023 Focus areas

In 2023, our primary focus was the successful implementation of the SIDEways model which led to improved lesson engagement in Webex lessons. Another key focus area for 2023 was ensuring Aboriginal perspectives were incorporated into lesson and course materials and that the cultural context was appropriate for the different locations.

Attendance continued to be a strong focus in Curriculum Support targeting students with extremely low attendance. Teachers continued to develop effective partnerships with families, schools, and communities to establish a shared understanding of roles and responsibilities. A review of course content was carried out to ensure students achieved success at their level.

2023 Student Achievement and Progress

The new Curriculum Support model proved successful as students were placed in small groups effectively allowing every student to have two online lessons for Mathematics, English, Science, and Humanities and Social Sciences resulting in a greater number of learning goals being achieved as evident in student Special Education Needs (SEN) Reports. Furthermore, teachers were able to quickly identify student needs and adjust the learning program, leading to increased levels of student engagement.

Students continue to achieve success in ASDAN. Thirty-nine Senior School student portfolios passed moderation, a 100% success rate. Fourteen students had their courses rolled over to 2024 for completion.

ASDAN Key Steps was added to course offerings and was trialled throughout Semester Two. ASDAN provides an effective educational pathway for students with disabilities who are disadvantaged by location and limited access to the curriculum. It also provides opportunities for students to re-engage with their learning.

Curriculum Support students achieve success through the achievement of individual education plan as every student has had some success throughout the year. The correlation, however, between achievement and attendance is evident as shown in the Table 1.

26% of Curriculum Support students attended less than 25% of classes throughout the year, and therefore improving attendance will continue to be a focus for 2024.

100% ASDAN Secondary Portfolios Success Rate

Table 1. SEN Goal Achievement 2023
(Source: Reporting to Parents)

Curriculum Support Students Goals Achieved-MESH Subjects

	0%-25%	26%-50%	51%-75%	76%-100%	Total
Year 7	11	9	4	14	38
Year 8	5	10	3	11	29
Year 9	8	11	11	12	42
Year 10	10	1	7	5	23
Total	34	31	25	42	132
Percent	26%	23%	19%	32%	100%

2023 Highlights

Teachers participated in Understanding Cultural Perspectives professional learning and a group of teachers participated in Tracks to Two-Way Learning.

Eight Curriculum Support teachers visited 7 schools in the Midwest, Wheatbelt and Goldfields throughout the year to support students and supervisors. Positive relationships are a result of these visits and have led to improved student participation.

SIDE offered system support to ASDAN WA by delivering ASDAN Short Courses training for new teachers.

2024 Focus Areas

The focus for 2024 will be reviewing the Curriculum Support model to ensure the best outcomes are being achieved by the students and whether the current model is sustainable with teacher workloads. The review will also look at mechanisms to collect baseline data to measure student progress. This will incorporate the use of student achievement data to identify student progress, achievement, and skill gaps.

A case studies model will be implemented to identify cohorts of students and measure progress toward academic and wellbeing targets. This will include fine-grain testing, targeted teaching, and the development of differentiated learning programs to meet student needs.

Students at educational risk will be identified, and individual education plans will be developed with partner schools to address attendance and achievement of academic and wellbeing goals. A small group of students will trial engaging in four Webex lessons per week, focused on literacy and numeracy, with teachers supporting students with online tasks.

Building relationships with students through regional school visits will continue to be a priority, although it is recognised that some schools and students require additional support.
To ensure an equitable approach to regional visits, there will be a commitment to providing more face-to-face time for identified schools.

Science

Student achievement and progress

Table 1 summarises the moderated differences between SIDE Year 12 courses compared to other WA Public Schools. Results in Psychology, Biology, and Physics improved from 2022; however, Human Biology and Chemistry were noticeably lower.

Table 1: WACE moderation differences 2023
(Year 12 Student Achievement Report)

Course	N	SIDE	DoE
BIOLOGY	23	-0.8	-0.4
CHEMISTRY	30	-6.1	-4.8
HUMAN BIOLOGY	3	-3.3	-1.6
PHYSICS	2	-1.1	-0.8
PSYCHOLOGY	52	-4.4	-4.6

Table 2 summarises student achievement in Years 7-10. Results show a proportionately high level of NA and E grades, which are a result of absenteeism from students in regional and remote schools, and a lack of engagement from our referral cohort (students with medical, mental health concerns, or special circumstances). E grades were significant in Years 8 and 9 with an over-representation of students from regional and remote areas.

Yr10 DROP in E Grades

Yr8 DROP in E Grades

Table 2: Lower school numbers and grade distribution 2023 as a percentage of the cohort and compared to WA Public Schools (Data Source: SAIS)

Year	No of students	A	B	C	D	E	NA
7	96	13.5	16.7	18.8	10.4	15.6	25 (referral cohort)
WAPS		18.7	22	30.3	15.1	7.3	6.9
8	117	8.5	13.7	15.4	18.8	28.2	15.4
WAPS		18.1	20.3	28.6	16	9.9	7
9	146	13.8	12.3	21	12.3	29 (regional and remote)	11.6
WAPS		18.5	18.4	27	16.6	12.3	7.2
10	121	19 (large dance student cohort)	9.9	24	12.4	22.3	12.4
WAPS		16.4	17.7	30	17.6	12	6.2
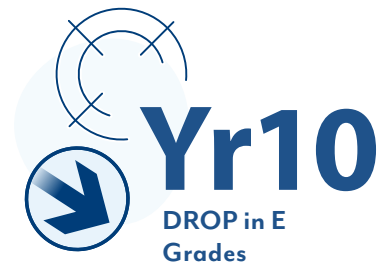
Science

STEM activity at Corrigin

Experimenting at Shark Bay

2023 Highlights

Student numbers continued to grow with approximately 800 students studying Science.

There was a significant reduction in E grades in lower school from the previous year. For example, in Year 10, E grades dropped from 29% of the cohort in 2022 to 22% in 2023 and in Year 8 the drop was from 46% to 29%.

Continued use of the STILE platform for greater scaffolding of assessment tasks particularly investigations, has seen a significant improvement in students' attempts at this type of assessment. For example, across the Year 7 cohort, attempts at a biology investigation were up from 25% in 2022 to 45% in 2023 with almost 91% of students achieving a C grade for this assessment.

A trial in Term Four of some differentiated assessments also proved beneficial for Year 10 students who had not engaged with any required assessments throughout the year. Some tasks were attempted and demonstrated understanding of the content. This contributed to a higher proportion of C grades in Year 10 than in previous years. (Up from 18% in 2021 and 20% in 2022)

The introduction of two Webex lessons a week saw a significant increase in students' engagement and progress. Senior school students benefitted from having time to attempt exam-style questions with teacher guidance.

ATAR students at East Kimberley College

2024 Focus

Teachers will work in teams using a case study approach to student cohorts, to measure individual student success more effectively. This strategy will feature the collection of baseline data, and academic, well-being, and engagement target setting so that all students are supported to achieve success in a culturally-responsive and inclusive way.

Stronger engagement and communication with all stakeholders for students at educational risk, aims to develop a well-informed understanding of student needs, and teachers will monitor well-being and academic progress more effectively.

Webex lessons will have a greater focus on student voice. Teachers will embed checks for understanding during lessons and strategies to regularly measure student engagement and enjoyment will be implemented.

Improved moderation processes in senior school courses will ensure that grades accurately reflect student ability and achievement. This will be particularly important in Chemistry and Human Biology to minimise the impact of moderation for the current cohorts WACE examinations.

There will be an increased academic achievement across all lower school cohorts to reduce D and E grades in comparison with other WA Public Schools. All lower school courses now contain a series of differentiated assessments that will allow all students to demonstrate their understanding of the required content. Webex lessons will also be modified by individual teachers to support the variety and complexity of student cohorts. Teachers will continue to use STILE to differentiate weekly learning targets.

Mathematics

2023 Student Achievement and Progress

- The Years 7 to 10 courses saw an increase in grade attainment in Semester 2 from Semester 1. This highlights the intensive work in establishing baseline data to find gaps in understanding over the year to boost achievement in Semester 2.

- Mathematics Foundations students in both Years 11 and 12 saw an increase in achievement in 2023 from 2022. This reflects a 2.7% increase in A grades awarded and a 15.4% increase in B grades awarded to students. This shows the substantial restructure efforts of the course had an important impact on student attainment and enabled students to access the curriculum and display understanding in assessment pieces that reflected the desired level of the course.

- A higher proportion of students completed the Mathematics Essential General course, achieving an A grade (23.4%) than previously in 2022 (14.1%). Less students (7.8%) received a D grade in this course. Work needs to be completed on ensuring assessments are rigorous and that students meet the standard as outlined by SCSA.

- Students completing Mathematics Methods saw an improvement in the bottom end of the data where grades were shifted upwards from E grades to C grades.

- Students studying the ATAR Mathematics Specialist course achieved a higher proportion of A grades in 2023 (14.6%) than in 2022 (10.3%), conversely there was also a decrease in E grades in 2023 (4.9%) compared to 2022 (6.9%) There was a new Specialist Mathematics teacher for the Year 12 cohort along with a large increase in numbers of student enrolments in the course.

A Grades
in ATAR and General Increased

2023 Highlights

- Greater use of the available mathematical software, such as dynamic geometry software, and programs such as Wiris and MathType. Integrating these programs into Moodle has enabled students to type the Mathematics using appropriate nomenclature, resulting in better student outcomes in both online and written assessments as they become familiar with and more consistently use the correct formatting.

- The focus on Digital Technologies in Mathematics also saw the platform Mathspace trialed to better establish diagnostic data for Foundations students. This trial is to continue into 2024 as it provided useful data about student levels and has provided information to better tailor the course contents to the contexts of our students, consequently promoting engagement.

- The Mathematics Department continued to build confident and creative users and communicators of Mathematics. We are building students' ability to investigate, represent and interpret situations in their lives by developing an increasingly sophisticated understanding of the mathematics around us.

2024 Focus Areas

- The Mathematics Department are working to increase visits to all students in 2024, both in the regions and the metropolitan area. Ensuring no student is left behind and a web of understanding is developed around our students to enhance engagement and reduce isolation.

- Continue to work with differentiating the curriculum to meet the needs of our learners. In particular, differentiation of the Year 10 course to include offering of the Year 10A curriculum from the beginning of 2024, not as a Semester 2 offering. This will ensure our students are prepared for the rigor of the ATAR Mathematics courses whilst also maintaining engagement in the courses.

- This work in differentiation is being undertaken in the Foundations courses, as a wide variety of students from different contexts and histories with schooling are in these classes. These cohorts have different needs and requirements that can be catered for only through differentiated classes.

- Moodle courses will undergo a rigorous audit to ensure continuity between courses. This will not only provide a more structured online learning environment and lead to the creation of rigorous, valid data collection that will provide quality and timely information on student progress and attainment of concepts, to inform future teaching and learning experiences.

- Data will be collected from PAT-Mathematics and integrated into Elastik to provide analysis on student gaps in understanding to better meet students at their level.

The Arts and Technologies

MEEKA MADE

The Arts and Technologies Learning Area spans across Art, Media, Design & Technology, Home Economics, and Digital Technologies,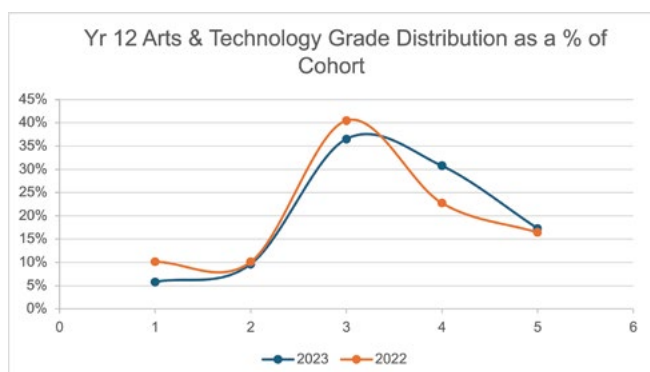 catering to students from Years 7 to 12. Within these learning areas, emphasis is placed on nurturing creativity, fostering critical thinking, promoting analysis, honing design abilities, and cultivating practical skills, all of which find application in real-world scenarios.

Senior School

Examination of the aggregated senior school grades data from 2023, in comparison to the previous year, has revealed a notable shift.

The data shows a pleasing 8% shift from C grades to B Grades and a decrease of E and D grades.

Comparing the data for Year 11 for the past 2 years reveals no significant change.

Percentage breakdown of Year 12 grades

	E	D	C	B	A
2023	5.77%	9.62%	36.54%	30.77%	17.31%
2022	10.13%	10.13%	40.51%	22.78%	16.46%

Percentage breakdown of Year 11 grades

	E	D	C	B	A
2023	6.56%	11.48%	29.51%	33.61%	18.85%
2022	7.41%	5.56%	31.48%	36.11%	19.44%
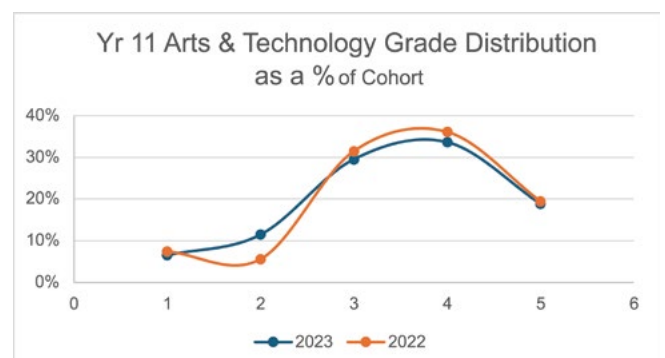
The Arts and Technologies

Lower School

The focus in 2023 was to increase students' attendance and engagement, which was achieved with great success. As the learning area is predominantly a practice area, data measurements are achieved using differing methods and not relying on grades alone. Factors such as community feedback, attendance, student satisfaction and skills play a major role.

The Specialist Woodwork Program continues to grow which has resulted in the continued increasing of resourcing, staff and facilities. In 2023, the number of students enrolled in the program increased to 367 which equates to 37% growth. Projections for 2024 indicates a 56% increase in student enrolment compared with 2022. In addition, new courses have been designed to cater for students with, cultural responsiveness and community needs. This has included leather and jewellery units.

The Art Department launched an engaging way of meeting the needs of individual regions with the introduction of Meeka Made. The program involves students creating their own Artwork which they screen print onto t-shirts and bags which are available for the public to purchase. This has broadened their skills of creating, production, and enterprise.
A popup store of their wares was held at the Leederville campus, gaining a large turnout. The proceeds of their venture were reinvested back into their community.
At the end of 2023, preparation was well underway to expand on the successes achieved to other schools and regions.
The level of staff collaboration between learning areas have increased and successes shared.

Focus 2024

Continue to create impactful, engaging, and relevant programs.

Appropriately resource initiatives including staff development, relevant technologies and enhance lesson delivery strategies.

Enhance awareness of the needs of students based on culture, location, and need.

Specialist Woodwork Program Growth Time line 2019 to 2024

SCHOOLS
STUDENTS
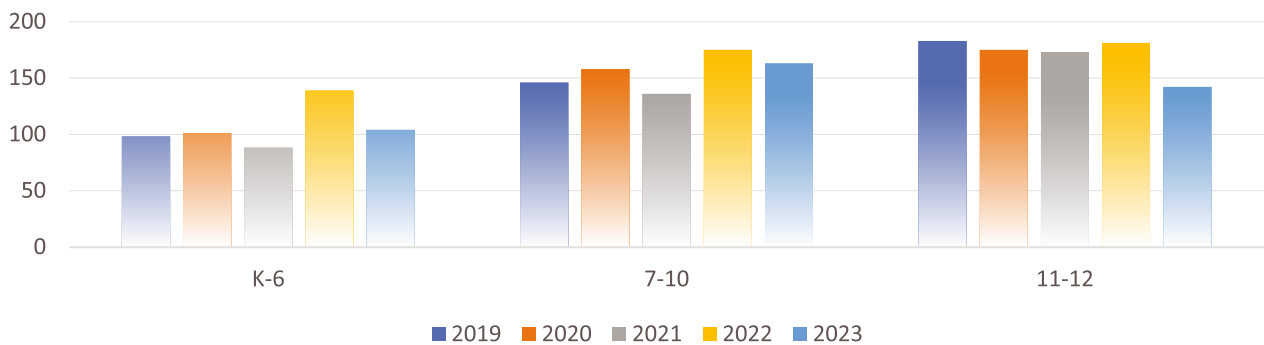TEACHERS

Student
Participation
and
Achievement
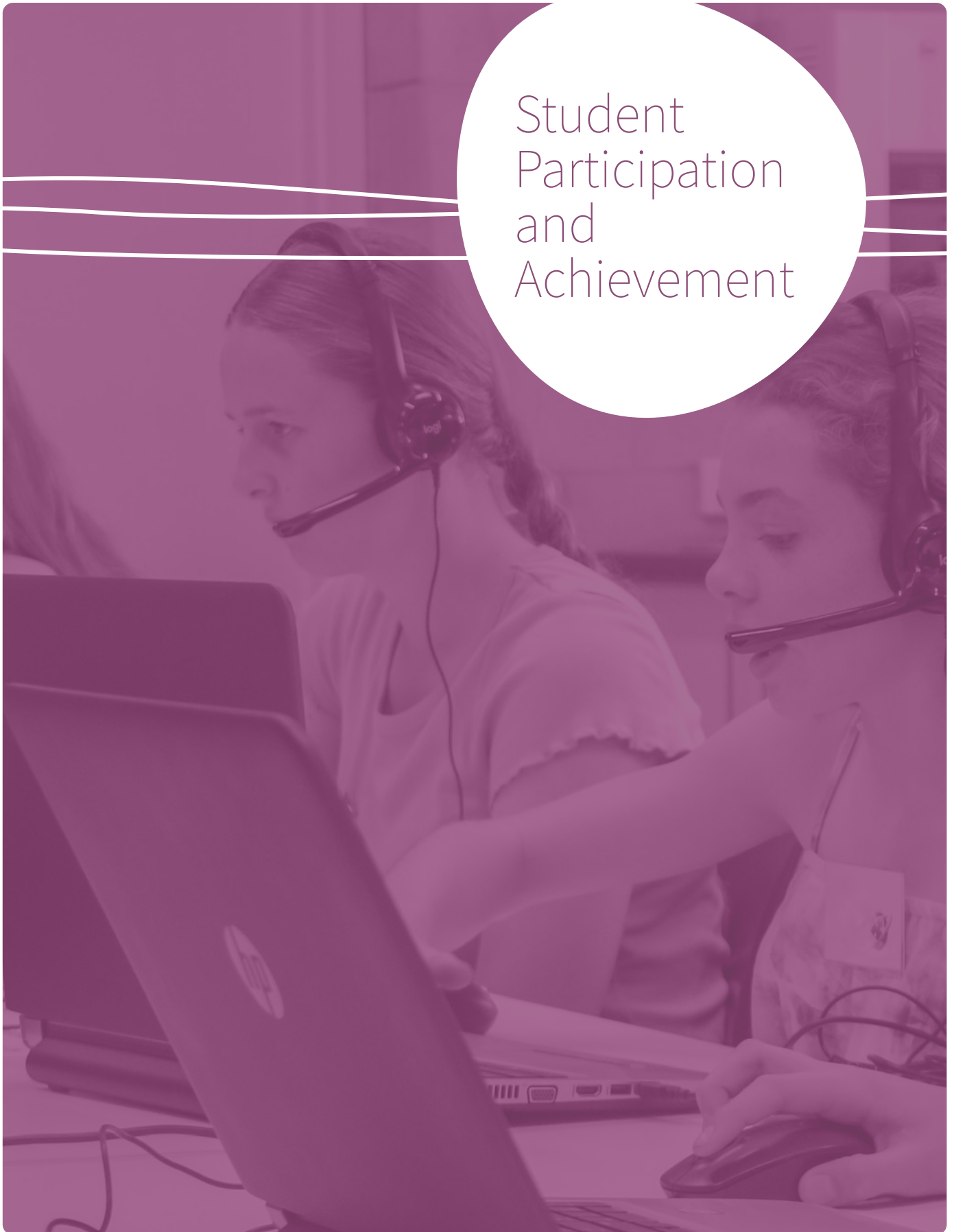
SIDE Current Roll Enrolment

Current Student Standing

Current Roll: **409**   External Roll: **3088**

Current roll enrolment levels 2019-2023

Legend: 2019, 2020, 2021, 2022, 2023

Categories: K-6, 7-10, 11-12

Full Time Home-Based Secondary Students

- **9%** Traveller
- **11%** Elite
- **12%** Overseas
- **34%** Referal
- **20%** Dance
- **13%** Geographically Isolated

SIDE External Roll Enrolment

External roll enrolment levels 2019-2023
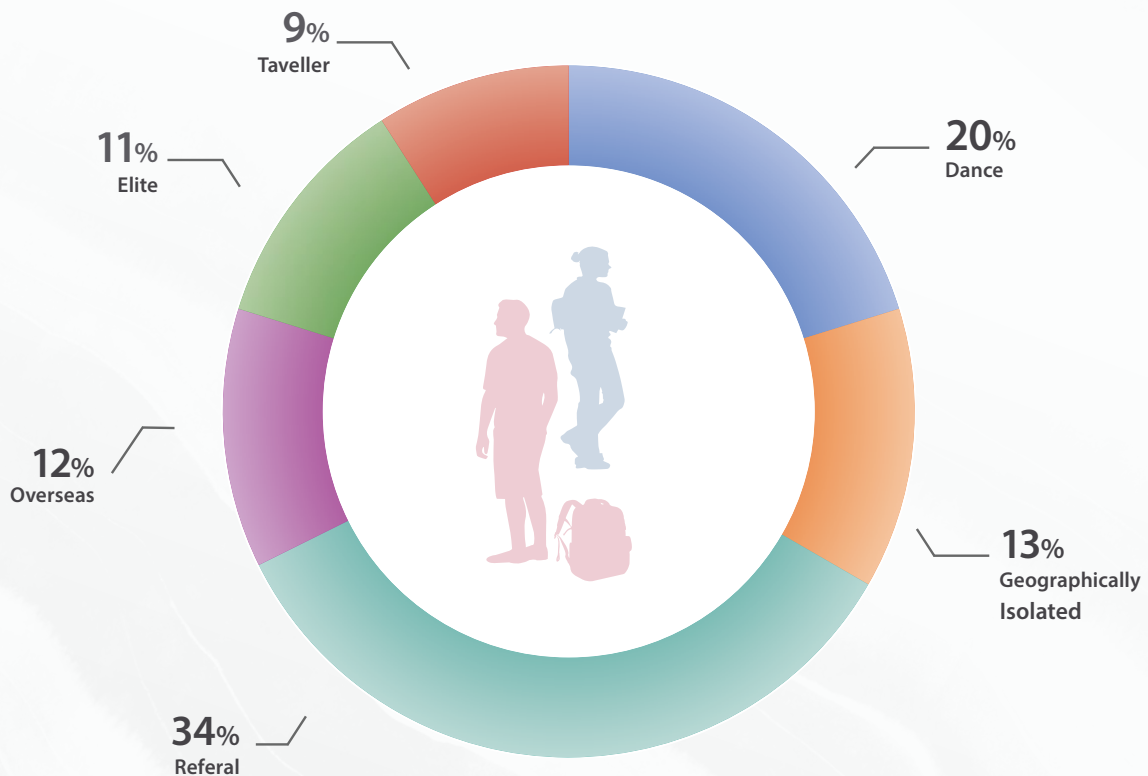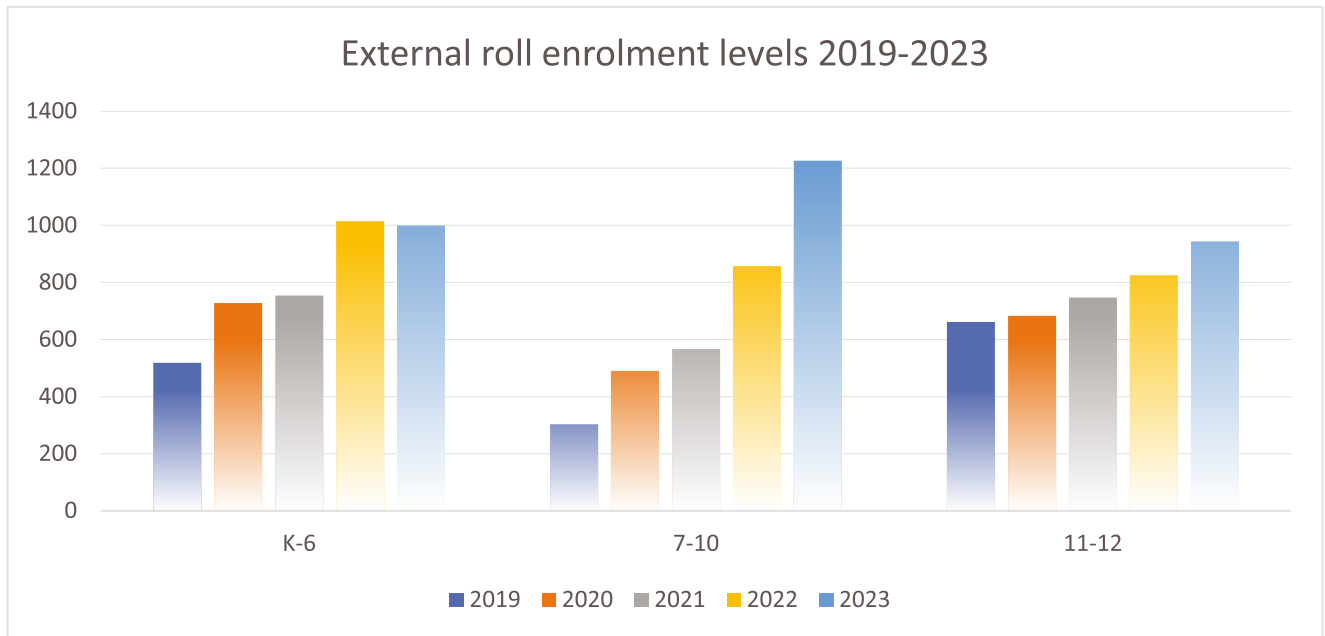
The increase in school-based enrolments at SIDE has been driven by the following factors:
- regional schools accessing specialist expertise in the secondary years of schooling, including for practical subjects
- the expansion of mandatory languages programs into upper primary and lower secondary school
- recruitment challenges for all schools in specialist ATAR subjects.

School-based enrolments by region (K-12)
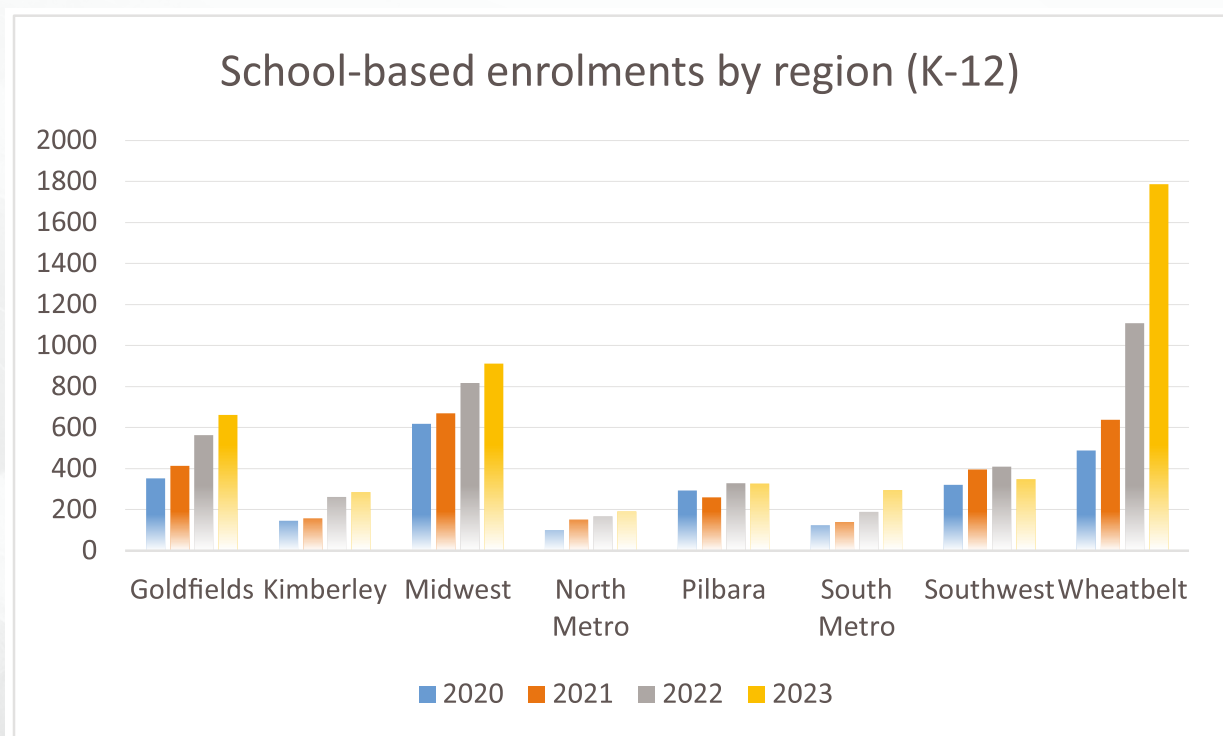
WACE

WACE						
Number of Students						
	2023	**2022**	**2021**	**2020**	**2019**	**2018**
School Semester 2 Census	**75**	89	73	82	90	63
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	**53 (93%)**	56 (92%)	42 (84%)	46 (90%)	52 (90%)	34 (100%)
WACE Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement	**55 (96%)**	57 (93%)	43 (86%)	49 (96%)	53 (91%)	34 (100%)
English requirement	**57 (100%)**	61 (100%)	50 (100%)	51 (100%)	58 (100%)	34 (100%)
ATAR or Cert II requirement	**57 (100%)**	38 (62%)	37 (74%)	50 (98%)	56 (97%)	34 (100%)
Attainment						
Attainment Rate - ATAR >=55 and or Cert II or higher: count (%)						
School (WACE eligible)	**26 (46%)**	32 (52%)	28 (56%)	41 (80%)	52 (90%)	25 (74%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	**81.85**	68.18	68.05	76.43	77.53	70.68
Expected performance	**-0.14**	-1.85	-1.49	-0.19	-0.44	-1.23

100% of students met the Breadth and Depth requirements

100% of students met the English Competency requirement

93% of students achieved WACE

NAPLAN

From 2023, student achievement in NAPLAN is measured against proficiency standards that provide parents and carers with clear information about student achievement. These replace the previous NAPLAN bands.

There are four levels:

Exceeding- the student's result exceeds the expectations at the time of testing

Strong- the student's result meets challenging, but reasonable expectations at the time of testing

Developing- the student's result indicates that they are working towards expectations at the time of testing

Needs additional support- the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

SIDE student results continue to indicate strength across the testing domains of Numeracy, Reading and Writing.

Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023			
	Year 3	Year 5	Year 7	Year 9
Exceeding	43%		15%	3%
Strong	57%		54%	68%
Developing	0%		31%	27%
Needs Additional Support	0%		0%	3%

NAPLAN Reading	2023			
	Year 3	Year 5	Year 7	Year 9
Exceeding	43%		8%	19%
Strong	57%		69%	62%
Developing	0%		15%	19%
Needs Additional Support	0%		8%	0%

NAPLAN Writing	2023			
	Year 3	Year 5	Year 7	Year 9
Exceeding	14%		23%	11%
Strong	71%		46%	54%
Developing	14%		31%	32%
Needs Additional Support	0%		0%	3%

NOTE

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation. Percentages may not add up to 100% due to rounding.

OLNA

96% of WACE Eligible Students have achieved OLNA upon completion of Year 12.

Current Student Standing

Number of students who met the standard: count (%) Source: SCSA data files

	2023	2022	2021	2020	2019	2018
Reading						
School (WACE eligible)	**57 (100%)**	61 (100%)	50 (100%)	51 (100%)	58 (100%)	34 (100%)
School (Semester 2 census)	**72 (96%)**	82 (94%)	71 (97%)	78 (96%)	89 (99%)	61 (97%)
School (Cohort)	**81 (73%)**	99 (76%)	77 (76%)	86 (82%)	92 (84%)	78 (80%)
Writing						
School (WACE eligible)	**57 (100%)**	60 (98%)	50 (100%)	51 (100%)	58 (100%)	34 (100%)
School (Semester 2 census)	**69 (92%)**	81 (93%)	71 (97%)	78 (96%)	89 (99%)	60 (95%)
School (Cohort)	**76 (68%)**	99 (76%)	76 (75%)	86 (82%)	91 (83%)	77 (79%)
Numeracy						
School (WACE eligible)	**55 (96%)**	59 (97%)	50 (100%)	49 (96%)	58 (100%)	34 (100%)
School (Semester 2 census)	**68 (91%)**	81 (93%)	68 (93%)	75 (93%)	86 (96%)	58 (92%)
School (Cohort)	**76 (68%)**	99 (76%)	74 (73%)	82 (78%)	90 (82%)	74 (76%)
Met literacy and numeracy requirement						
School (WACE eligible)	**55 (96%)**	59 (97%)	50 (100%)	49 (96%)	58 (100%)	34 (100%)
School (Semester 2 census)	**66 (88%)**	79 (91%)	68 (93%)	74 (91%)	86 (96%)	57 (90%)
School (Cohort)	**73 (66%)**	96 (73%)	73 (72%)	81 (77%)	89 (81%)	72 (74%)

Enhancing
Expanding
Learning
Opportunities

NSOS and PIVOT

National School Opinion Survey

The National School Opinion Survey was completed by parents and students in 2023 and showed a high level of satisfaction overall.

Parent Survey

The one aspect I like most about SIDE is...

"

The time teachers spend helping my daughter achieve her goals

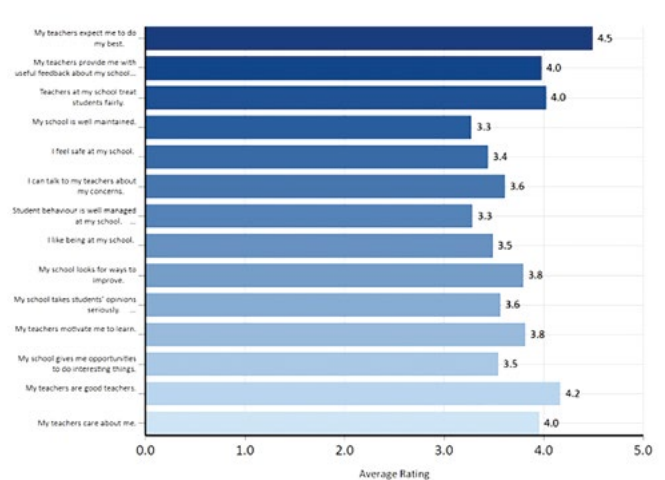Flexibility in learning and approach meeting each child where they are at and going from there

My child can stay at home instead of going away to boarding school

My grandson is autistic. The teachers have been very supportive of his learning

"

NSOS - Parent School Opinion Survey
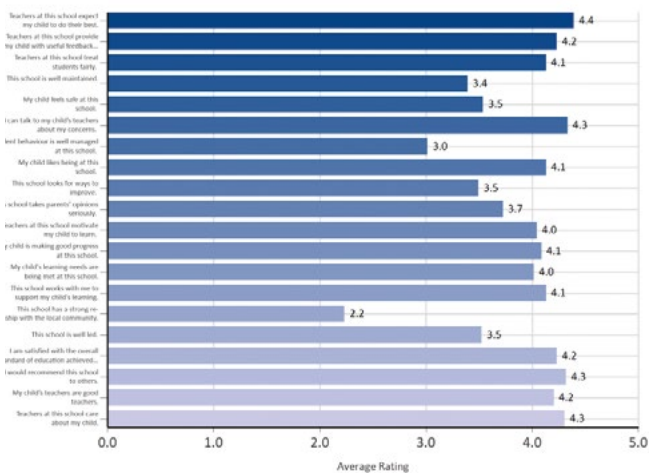
NSOS - Student School Opinion Survey

Insight PIVOT

Pivot Survey

Pivot's Student Survey on teaching is a feedback tool aligned to global teaching frameworks that allow students to provide their teachers with feedback on observable teaching practices.
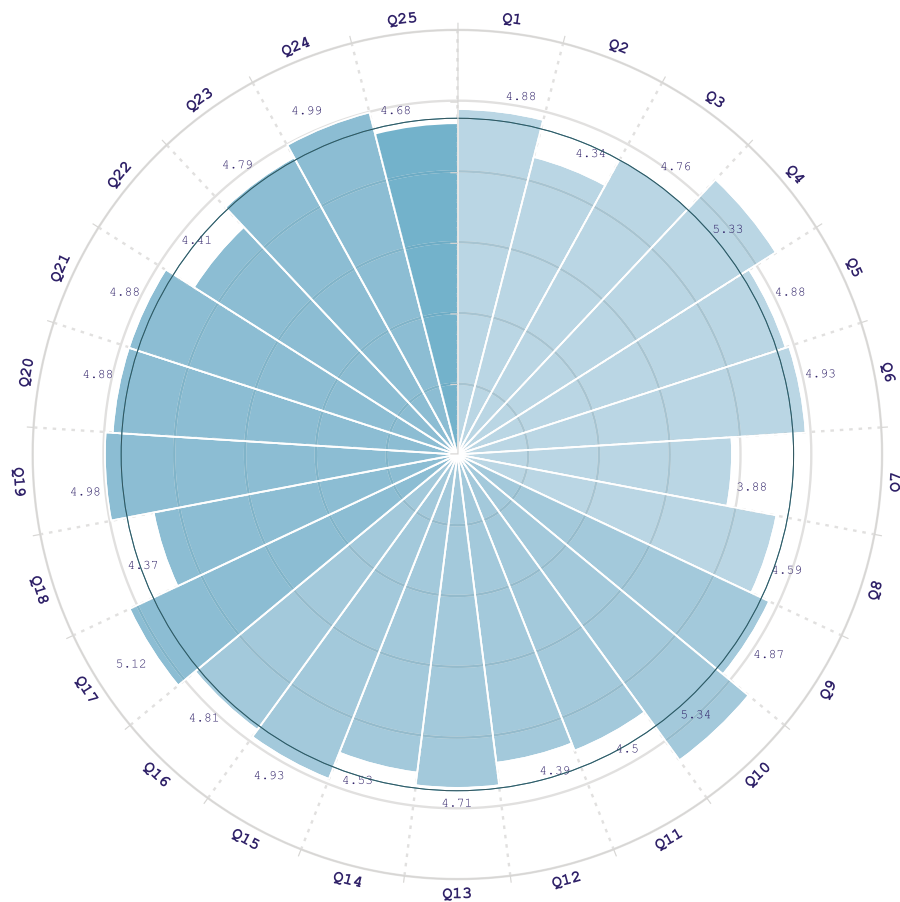
Areas of Strength

Q10 This teacher knows a lot about the topics in this class
Q4 I know how I am supposed to behave in class
Q17 This teacher respects me for who I am

Areas of Growth

Q7 In this class I often work with other students
Q2 This teacher gives me choices about the work I do
Q18 This teacher connects their teaching to my life

School Management

Financial Summary

School of Isolated and Distance Education
Financial Summary as at December-2023 (Verified Dec Cash)

INCOME

	Current	Actual YTD
	Budget ($)	($)
Carry Forward (Cash)	**1,539,921**	**1,539,921**
Carry Forward (Salary)	**1,919,195**	**1,919,195**
STUDENT-CENTRED FUNDING		
Per Student	0	0
School and Student Characteristics	0	0
Disability Adjustments	0	0
Targeted Initiatives	21,046,839	21,046,839
Operational Response Allocation	49,979	49,979
Total Funds:	**21,096,818**	**21,096,818**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(482,323)	(482,323)
School Transfers – Cash	704,192	704,192
Department Adjustments	0	0
Total Funds:	**221,869**	**221,869**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	19,313	19,313
Charges and Fees	685,186	685,186
Fees from Facilities Hire	1,137	1,137
Fundraising/Donations/Sponsorships	4,850	4,850
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	507,000	507,000
Revenue from CO, Regional Office and Other schools	147,078	147,078
Other Revenues	130,394	130,395
Transfer from Reserve or DGR	300,000	300,000
Residential Accommodation	101,550	101,550
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**1,896,508**	**1,896,509**
TOTAL	**26,674,311**	**26,674,312**

Financial Summary

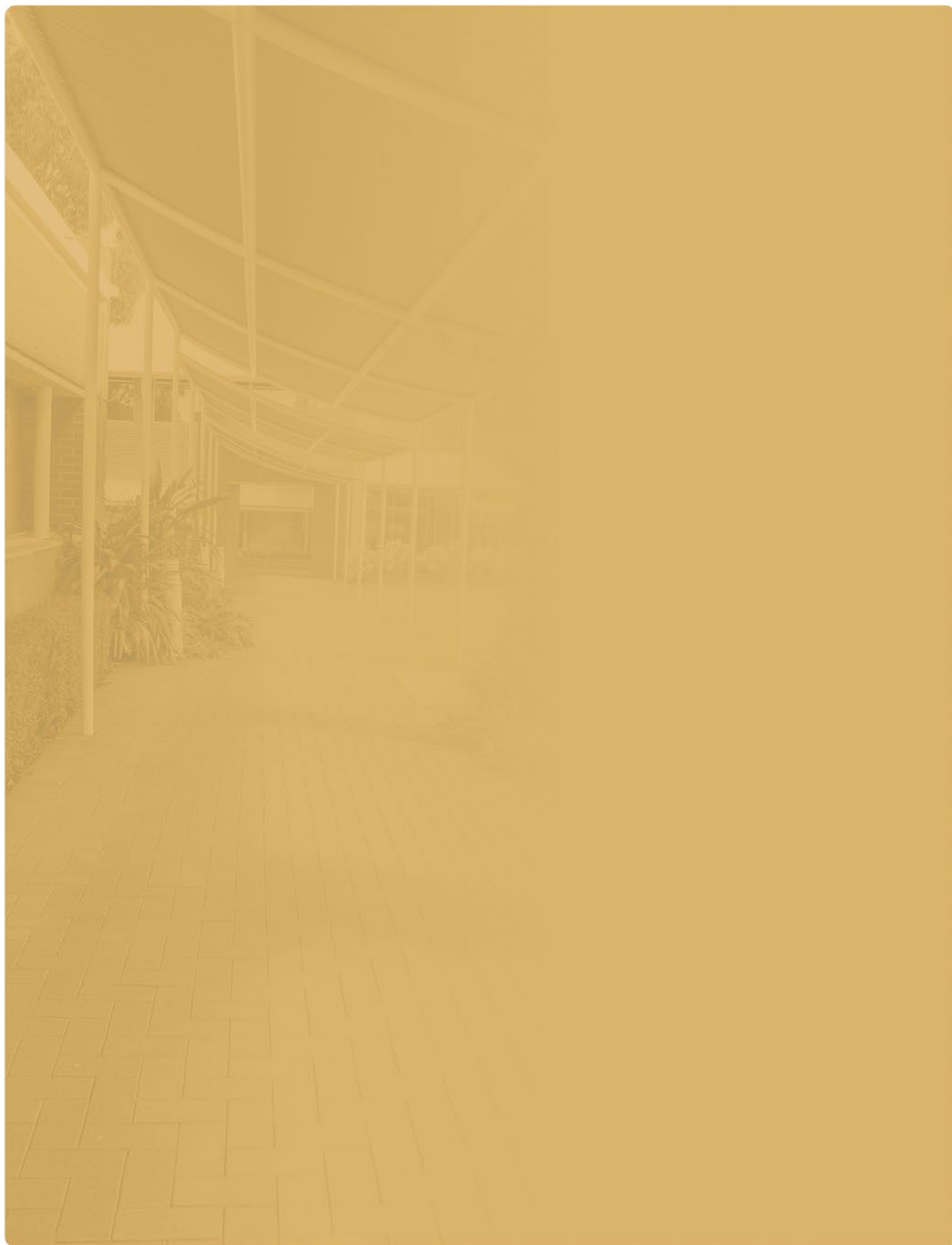## School of Isolated and Distance Education
Financial Summary as at December-2023 (Verified Dec Cash)

EXPENDITURE

	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	19,690,941	19,690,941
New Appointments	0	0
Casual Payments	873,311	873,311
Other Salary Expenditure	0	0
Total Funds:	**20,564,252**	**20,564,252**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	189,434	102,402
Lease Payments	62,000	35,454
Utilities, Facilities and Maintenance	672,564	578,695
Buildings, Property and Equipment	716,099	454,898
Curriculum and Student Services	1,598,054	1,072,241
Professional Development	150,847	105,460
Transfer to Reserve	864,472	1,966,192
Other Expenditure	46,318	43,263
Payment to CO, Regional Office and Other schools	831,494	764,238
Residential Operations	2,905	978
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**5,134,187**	**5,123,821**
TOTAL	**25,698,439**	**25,688,073**

Acronyms - Expansion

COURAGE

CONNECTION

CREATIVITY

EQUITY

COMPASSION

SIDE
SCHOOL OF ISOLATED &
DISTANCE EDUCATION

To enhance and expand learning opportunities
for Western Australian students, regardless of
their circumstances, through high quality,
inclusive and culturally responsive
educational programs in a
blended learning environment.